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ABSTRACT

This module is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of local vocational education administrators. The module addresses, through a variety of individual, small group, and large group experiences, many of the competencies that educators need to effectively carry out their role and responsibilities as vocational administrator educators. An introduction and six sequential learning experiences are included in this module. Overviews, which precede each learning experience except the final one, provide brief descriptions of what each learning experience entails. The first five learning experiences are designed to provide the needed background information and to give the participant opportunities to apply that information in practice situations. The final learning experience is designed to allow the participant to use the competency-based approach for improving the preparation of local administrators of vocational education. (BM)

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USE THE COMPETENCY-BASED APPROACH TO THE PREPARATION OF LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Module LA-101

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Prerequisites To complete this module, you need to have identified a need for alternative approaches to local administrator education, and possess a desire to improve the preparation of vocational administrators within your state.

This Personnel Development for Local Administrators of Vocational Education training program is sponsored by The National Center for Research in Vocational Education in cooperation with the U.S. Office of Education under the provisions of EPDA Part F, Section 553, and The Ohio State Board for Vocational Education.

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INTRODUCTION

The need for effective personnel development programs for training local administrators of vocational education is greater than ever. In many states the supply of competent persons is not adequate to meet current demands. In all states effective administrator inservice programs are needed to keep current administrators abreast of the changing and increased program planning, evaluation, and accountability responsibilities thrust upon them by recent state and federal legislation.

While some excellent leadership development programs already exist, more are needed and most of the existing programs can be improved. The unique needs of local secondary and post-secondary administrators of vocational education requires training programs, strategies, and materials that are considerably different than those commonly used to prepare teachers and other educational personnel.

Because of the challenges facing those of you who are responsible for planning and/or conducting administrator education programs, it is most appropriate that we in this workshop: (1) study the implications of the latest administrator research findings, (2) discuss the most promising alternative delivery strategies available, (3) review recently developed instructional materials, and (4) present the basic concepts and principles underlying the competency-based approach to administrator education (CBAE). Recent developments in each of these areas have strong implications and great potential for improving the effectiveness of both new and existing administrator education programs. Hence, in this national workshop, we hope to help prepare you for the many challenges you face by carefully addressing each of those topics in depth. To help us with this task, we have prepared a top-notch cadre of consultants.

This module, which will serve to provide structure for the workshop, has been designed specifically to demonstrate certain principles of competency-based education. The module addresses, through a variety of individual, small-group, and large-group experiences, many of the competencies you will need to effectively carry out your role and responsibilities as a vocational administrator educator.

Module Structure and Use

Organization This module contains an introduction and six sequential learning experiences. Overviews, which precede each learning experience except the final one, provide at a glance brief descriptions of what each learning experience entails.

Two types of objectives form the basis of the learning experiences: a terminal objective and enabling objectives. The enabling objectives are designed to help you achieve the terminal objective. Each learning experience has activities to help you accomplish the objective, and by use of the feedback devices provided, you should be able to determine if you have reached each objective.

The first five learning experiences are designed to provide you with the needed background information, and to give you opportunities to apply that information in practice situations. The final learning experience is designed to allow you to use the competency-based approach for improving the preparation of local administrators of vocational education.

Objectives This module includes six objectives:

Terminal Objective: Within your own state and institution, use the competency-based approach for improving the preparation of local administrators of vocational education *(Learning Experience VI)*.

Enabling Objectives:

1. After a presentation on the concepts and rationale underlying the CBAE approach to administrator education, critique one administrator's opinion of CBAE as described in a case study *(Learning Experience I)*.

2. Given information on the latest administrator research findings, identify the implications and applications of these findings to the development of CBAE programs *(Learning Experience II)*.

3. Given presentations on alternative delivery strategies available for implementing CBAE, identify the key features of three major approaches and their implications for improving administrator training in your state *(Learning Experience III)*.

4. Given presentations on existing CBAE materials and other relevant instructional materials, demonstrate knowledge of the format, characteristics, and use of selected CBAE materials *(Learning Experience IV)*.

5. Given the inputs of the workshop consultants and the realities of your own institutional setting, develop a plan of action for utilizing the latest research findings, best delivery strategies, and highest quality instructional materials to improve vocational administrator training in your state *(Learning Experience V)*.

Resources A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references, and (3) to get assistance in setting up activities with peers. Your resource person should also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

Required

- *Peers* to discuss critiques of the case study.
- *Resource person* to guide your discussion of the case study critiques.

LEARNING EXPERIENCE II

Required

- *Administrator research studies* to review.
- *Peers* with whom to discuss the implications of these studies.
- *Resource person* to guide the discussion.

Optional

- *Reference*, Norton, The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education.

LEARNING EXPERIENCE III

Required

- *Peers* to discuss the various delivery strategies presented.
- *Consultants* to lead and participate in the discussion.
- *Resource person* to evaluate your competency in identifying the key features of three major delivery strategies.

LEARNING EXPERIENCE IV

Required

- *Resource person* to "walk-you-through" a module.
- *A CBAE module* to review.
- *Sample CBAE instructional materials* to review and critique.
- *Slide/tape,* "The Role of the Resource Person Using The Center's PBTE Materials," Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1976.

LEARNING EXPERIENCE V

Required

- *Peers* from your state team with whom to complete planning activities.
- *Resource person* to review and evaluate your plans of action.
- *Miscellanea* such as Workshop Final Evaluation, expense forms, etc.

LEARNING EXPERIENCE VI

Required

- *An actual administrator education institution/agency* in which you can use the competency-based approach for improving the preparation of local administrators of vocational education.

Terminology

Optional Activity or Optional Feedback...refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Peers...refers to fellow workshop participants who are used to participate in seminar-type discussions and planning sessions. Workshop participants will be divided into groups for many activities. For site planning activities, participants will divide into groups by state.

Resource Person...refers to the workshop staff members and consultants. Each group will be assigned a Center staff member as a resource person, but all The Center workshop staff will be available throughout the workshop as resource persons.

Learning Experience I

OVERVIEW

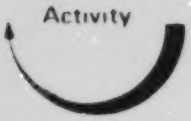
After a presentation on the concepts and rationale underlying the CBAE approach to administrator education, critique one administrator's opinion of CBAE as described in a case study.

You will be listening to a large-group presentation on the need for CBAE as an alternative approach to training local administrators, and the basic concepts and characteristics of CBAE programs.

You will be reading the Case Study, pp. 9-10, which describes one educator's opinion of CBAE, and critiquing that educator's positions.

You will be discussing your critique with the other peers in your group and your resource person.

You may wish to read the information sheet, Competency-Based Administrator Education Programs and Materials, pp. 11-29.



Join the other workshop participants for a large-group presentation on the reasons for the development of CBAE as an alternative to the more traditional approaches to administrator education, and the essential and desirable characteristics of CBAE programs.

The following case study describes how one administrator educator explained and described the CBAE movement. Some of his views are accurate; some are off-base. Based on your knowledge of the basic concepts and characteristics of CBAE, read and critique the case study. Your critique should be prepared in writing; however, brief notes will be sufficient. Be prepared to discuss your responses in more depth with your peers and resource person.

CASE STUDY

Jim Bloom, a professor of vocational education administration at Felton State University, was attending the annual AVA Convention. As part of the proceedings later in the week, there were to be several presentations on CBAE. On the first evening of the conference, Jim became involved in an informal discussion with some fellow administrator educators. At first, they were discussing general matters, but eventually, someone brought up the subject of CBAE. Jim had read a number of articles on the subject and, since no one seemed to have a clear idea of what CBAE entailed, Jim volunteered the following synopsis of the CBAE movement:

"Most people agree that CBAE and "field-based" programs are synonymous; both are administrator education programs that are developed based on identified administrator competencies. There are a lot of validated competency lists available, most of which specify the skills, knowledge, and attitudes an administrator should have to be a successful administrator. An institution like ours can choose the competencies they consider important and develop a program around these competencies. CBAE programs do not structure programs via courses or formal workshops or leadership development seminars; rather, preservice and inservice administrators pursue individual goals independently using competency-based instructional packages called modules. A wide variety of high quality competency-based instructional materials is available for use with preservice and inservice administrators. Because these administrators are exposed to, and involved in, experiences related to actual administrative competencies, CBAE ensures that when they pass all the written exams covering those

essential competencies, they are better prepared to function than in traditional, theory-based programs. In theory, CBAE is ideal, but in practice it is difficult to implement. Too many major organizational changes are involved and too many key questions have yet to be answered. The most critical weakness of CBAE is that it tends to be mechanistic and impersonal. Administrator-trainees would be left too much on their own. Furthermore, they would acquire a lot of specific unrelated skills without learning to put those skills together. It's sort of like the math situation. We used to have students who could add and subtract, but couldn't apply that knowledge to real situations. With new math, we have kids who know how to approach the solution of a problem, but who can't add and subtract. In administrator education the sequence is reversed, but the same inadequacies are evident. University-based administrator education programs (and, for that matter, many of our inservice leadership development programs) used to prepare administrators who understood theory, but didn't have specific skills. With CBAE, administrators are prepared in skills only and lack the needed theory and affective preparation. I mean, it's a good idea and all, but it's too cut and dried. You can train computer programmers that way, but not administrators!"

Meet with the other members of your peer group and with your resource person, and discuss the case study and the critiques each of you prepared. Your resource person has a list of model answers and will use these to help guide the discussion.

For information on the need for CBAE, the characteristics of competency-based programs, and existing CBAE programs and materials, you may wish to read the following information sheet:

COMPETENCY-BASED ADMINISTRATOR EDUCATION PROGRAMS AND MATERIALS*

This paper on "Competency-Based Vocational Administrator Education (CBVAE) Programs and Materials," addresses three major questions:

1. Why CBVAE?
2. What CBVAE programs already exist?
3. What CBVAE materials already exist?

Before tackling the first question, by way of introduction let me say that the need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of well trained administrators at both the secondary and post-secondary levels. Preservice and inservice administrators need to be competent in the complex and sometimes unique skills required to successfully manage vocational programs.

The effective training of local administrators in most states has been hampered by at least four major problems:

1. the complex and unique skills required to successfully direct vocational programs
2. the limited knowledge of what competencies are currently needed by local administrators of vocational education
3. the limited availability of high quality competency-based instructional materials for use in the preservice and inservice preparation of vocational administrators
4. the limited training opportunities available for the preservice and inservice preparation of secondary and post-secondary vocational administrators in most states

The scope of this paper will be limited to the competency-based training programs and materials availability problems.

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*Adapted from Robert E. Norton, "Competency-Based Administrator Education Programs and Materials," paper prepared for NAITTE and Industrial Education Division, American Vocational Association, Atlantic City, New Jersey, December 6, 1977.

Why Competency-Based Vocational Administrator Education?

Before addressing the status of competency-based education programs for training local administrators, it seems logical to review briefly why we should be considering the competency-based or performance-based approach to administrator education as opposed to the more traditional educational administration courses, workshops, seminars, etc.

Let's for a moment consider the basic requirements of any successful program for preparing local administrators of vocational education. In a 1972 report of a competency-based model graduate program in occupational education administration, Ramp and Anderson identified five basic requirements as follows:

> First, it must prepare graduates who can perform at a satisfactory level. Therefore, the program must be designed to meet competency requirements rather than credit requirements.
> Second, the program content must be derived from those competencies which have been identified as essential for satisfactory job performance by practicing occupational education administrators.
> Third, the program must have flexibility which will provide for the individual differences of those who enter the program. This flexibility must provide recognition of essential competencies developed prior to entering the program. Furthermore, a flexible program should accommodate the varying rates at which people learn to perform a given task.
> Fourth, the program must provide for an interdisciplinary approach; one that would cut across many disciplines and vocational areas.
> Fifth, the program must be designed to prepare administrators to meet the state's certification standards.

Given these administrator education program requirements, let us now consider the characteristics of any well developed competency-based education program, regardless of the target audience or the subject matter involved. There are five essential elements that serve to distinguish competency-based education programs from traditional or contemporary programs. These elements are:

> Competencies to be achieved are carefully identified, verified, and made public in advance.
>
> Criteria to be used in assessing achievement and the conditions under which achievement will be assessed, are explicitly stated and made public in advance.
>
> Assessment of competency takes the students' knowledge into account but depends upon actual performance as the primary source of evidence.

The instructional program provides for the individual development and evaluation of each of the competencies specified.

Students progress through the instructional program at their own rate by demonstrating the attainment of specified competencies.

In addition to the essential elements, one also commonly finds several additional elements that might best be labeled "desirable characteristics" associated with most competency-based programs. The desirable characteristics may include any or all of the following elements:

Instruction is individualized to the maximum extent possible.

Learning experiences are guided by immediate feedback.

Emphasis is on meeting exit requirements.

Instruction is individually paced rather than time-based.

Instruction is to a considerable extent field-centered.

Instruction is often modularized and uses materials with both required and optional learning activities--to achieve flexibility and provide for various learning styles.

The program as a whole is carefully planned and systematic.

If the obvious match between the essential elements and desirable characteristics of competency-based education programs and the requirements of administrator education programs as outlined by Ramp and Anderson isn't reason enough to answer "why competency-based education for administrators," we might consider three additional points. First, competency-based teacher education (or PBTE or CBTE) for teachers has met with great success in nearly all of the institutions in which it has been tried. The number of PBTE programs in both general education and vocational education is increasing rapidly each year according to data released in a recent AACTE report. If competency-based education works so well for teachers, is there any reason to believe it won't work for administrators?

Second, competency-based education is spreading like wildfire at the secondary and post-secondary levels of vocational education. Many schools and post-secondary institutions have either implemented the competency-based approach or are in the process of doing so. Again, the target audience and the subject matter is different, but the approach is the same and success seems to be the result.

Third, we should consider the success achieved by the competency-based administrator education programs that have already been implemented. In Illinois, two institutions cooperated in the development of a model competency-based program during 1971-72. Southern Illinois University at Carbondale has completed four years of successful operation and is now into its fifth year. Illinois State University began operating its competency-based administrator education program in 1973-74 and has continued it. During 1976-77, Northern Illinois University initiated a similar competency-based administrator education program with emphasis on the training of women and minority persons for vocational administration.

What Competency-Based Vocational Administrator Education Programs Already Exist?

In our comprehensive search to identify such programs, we were able to identify only the three programs just mentioned--namely, Southern Illinois University, Illinois State University, and Northern Illinois University. The selective bibliography which is Attachment C of this paper contains bibliographic citations of each of these three programs.

The major features of these operating competency-based administrator education programs are briefly outlined below.

The Southern Illinois University at Carbondale Program.--This program, which is now in its fifth year of operation, is directed by Wayne Ramp of the Department of Vocational Education Studies and James C. Parker of the Department of Education Leadership. In his Phase IV report of the project, Ramp concludes that the program has met with such success that he hopes that the end of his project "will mark the beginning of a period where competency-based programs become the standard route to positions of leadership in occupational education."

The basis for the program is the 159 competencies judged to comprise the occupational education administrator's role in the joint Ramp and Anderson study completed in 1972. Eight students were enrolled in the first program in 1973, forty-one students completed the program between 1973 and 1976, and more than two-thirds of these persons hold administrative positions.

Students engage in at least three distinct types of learning activities:

1. Each serves two hours per day for one academic year as a supervised intern in the school where he/she is employed.
2. Each completes the course work required to meet Illinois certification standards.
3. Each engages in enrichment activities such as weekend seminars, professional meetings, and serving on evaluation teams.

Affective and cognitive sample performance indicators have been written for each of the 159 competencies to help in the assessment process.

Each internship experience involves the cooperative efforts of a local administrator, an occupational education administrator intern, and a supervising university professor. Daily supervision is provided by the cooperating administrator who also arranges for the intern's development of performance proficiency in the agreed upon competencies. The university professor provides classroom instruction and coordination. Each intern is given a portfolio which outlines the performances and experiences to be obtained and provides space for the administrator and intern to record the experiences completed. Although some curriculum materials were developed during 1974, their nature or use in the program is not clear.

The Illinois State University at Normal Program.--This program, which is now in its fourth year of operation, is directed by Charles Edwards and C. P. Harding of the Department of Educational Administration, with assistance from Franzie Loepp of the Industrial Technology Department.

The basis for the program is the same 159 (157 according to report) competencies used by Southern Illinois University and identified by the joint Ramp and Anderson project. Seventeen students were enrolled in the program during its first year of operation (1973-74). The authors of the 1974 report state that "all of those associated with the project seem to agree that ABC (Administration by Competency) at Illinois State University has been a success."

A unique aspect of this Illinois program is that 35 instructional packages were developed to help deliver upon the identified competencies.

The program uses four alternative means for participants to demonstrate and/or obtain competency:

1. One means is to test out by means of a pretest if a student feels he or she has the competency before entering the program.
2. A method of obtaining needed competencies is to enroll in a class along with others who need the same competency.
3. A second delivery system is to obtain the competency needed through internship.
4. A third delivery system is that of individualized study.

The advisor and the student choose the mode of delivery, and no one mode is considered more acceptable than the other.

The Northern Illinois University at DeKalb Program.--This program, which began in 1976-77, is directed by Frederick Frank and Conard White, both of the Department of Educational Administration and Services.

The basis for the program was the same 159 competencies as identified earlier in the Ramp and Anderson project. Fifteen students, all women and/or minorities, were enrolled in the "new opportunities in vocational education program."

The three fundamental goals of the project were:

1. to upgrade the professional skills of the participants in the areas of vocational education, educational administration and supervision, and subject matter specialization
2. to "open the eyes" of the participants in regard to the world of vocational education and administrative roles
3. to develop a self-awareness and actualization toward future roles in a traditionally white middle class, male environment of the educational administrator

Delivery strategies used in the new opportunities program included: graduate level courses at the university, on-site visitations and evaluation of area occupational education programs, field trips to meet and confer with practicing administrators, and participation in university and state sponsored professional development workshops.

The question of "why so few competency-based administrator education programs," might logically be asked at this point. In my opinion, there are two reasons for the small number. First, there has been only very limited dissemination of information about how and why competency-based administrator education programs can and should be established. We hope to start correcting this lack of information situation by conducting the national EPDA sponsored "Personnel Development for Local Administrators of Vocational Education" training program at The Center next month. The central theme of that national training program will be the competency-based approach to administrator preparation. The second, and perhaps the major, reason that few competency-based administrator education programs have been established, is that there has been a dearth of needed, high quality, competency-based instructional materials. This situation, too, hopefully is now in the process of being remedied.

What Competency-Based Administration Materials Already Exist?

In 1975, as part of a USOE, Part C research project, we made an extensive search for competency-based curricular materials suitable for administrator education. Our search proved almost futile. The only materials located were the 35 ABC Instructional Packages that came out of the 1974 Illinois State University project previously mentioned. While helpful, they are not basically self-contained and do require a considerable number of tapes and other media not generally available. Fortunately, in the last year or so, competency-based materials for vocational administrators from several USOE and state sponsored projects have begun to appear.

Before mentioning them, let me issue a word of caution to anyone who might be quick to order whatever is available. As happened with career education, performance-based teacher education, and other educational efforts, several kinds of modules and other materials for administrators have begun to appear. When reviewing materials for consideration for purchase, I would urge that you evaluate the materials considering each of the eight areas listed on Attachment A, Administrator Training Material Criteria. Further, if you want to evaluate individual modules or instructional packages in depth, I recommend your use of Attachment B, Module Quality Review Checklist. The word "module" means many different things to different people, so one needs to carefully define or describe what one is talking about when referring to a competency-based module. We at The Center have defined a module as a basically self-contained learning package which contains all of the learning material and activities essential to achieving a specified terminal performance objective. The module always contains cognitive information, practice and application activities, and feedback devices, and calls for demonstration of competency in an actual administrative situation.

With that type of definition in mind, let's consider briefly what is currently available. More details and documentation of each of the sources to be mentioned are contained in Attachment C, Selective Bibliography of Competency-Based Administrator Programs and Materials.

Edwards, Harding, and Loepp. ABC Instructional Packages. There are 35 instructional packages organized into the following five areas: general administration, program planning, personnel, public relations, and student services. While these materials do not meet the module definition offered earlier (in that they are not basically self-contained, nor do they require demonstration of competency in an actual situation), they are useful guides for administrator educators who wish to begin the implementation of a competency-based program.

Finch, Curtis R. et al. Competency-Based Administrator Education Materials. This series of six modules has been developed and field tested especially for local administrators in Virginia, but should also be useful to administrator educators in other states. They are basically self-contained, follow a tested format similar to The Center's PBTE modules, and utilize a resource person to facilitate learning and assess performance of trainees toward achieving objectives. A user's guide and the following six modules are available:

Motivating Vocational Education Personnel to Their Optimum Growth Potential
Implementing Competency-Based Instruction in Vocational Education
Planning Vocational Education Programs for the Disadvantaged and Handicapped
Formulating Goals and Objectives for Vocational Education Programs

Organizing and Conducting Staff Development Activities for Vocational Teachers
Preparing Local Plans for Administering Vocational Education

Meehan, Merrill. Developing Short- and Long-Range Vocational Education Administrative Plans. According to the developer, this is a self-instructional and self-contained module. It was pilot tested in a university graduate class.

Norton, Robert E. et al. Competency-Based Vocational Education Administrator Module Series. These competency-based materials are organized in a modular form similar to The Center's PBTE modules. The modules are primarily self-contained learning packages that focus on one or more competencies identified and verified nationally (Norton, 1977) as being important to local secondary and post-secondary administrators of vocational education. A resource person is required to facilitate the learning process and to evaluate the performance of the administrator trainee as he/she demonstrates the competency in an actual administrative situation. The materials have been field tested in three states (Ohio, Tennessee, and Utah) in a variety of situations including an extern program, intern program, graduate courses, and a special administrator inservice project. A user's guide and the following six modules are available:

Organize and Work with a Local Vocational Education Advisory Council
Supervise Vocational Education Personnel
Appraise the Personnel Development Needs of Vocational Teachers
Establish a Student Placement Service and Coordinate Follow-up Studies
Develop Local Plans for Vocational Education: Part I
Develop Local Plans for Vocational Education: Part II

Six other sets of related materials are briefly mentioned in Part B of the bibliography contained in Attachment C. While none of these materials has been specifically designed for the training of local administrators, they should be considered, at least in the interim before more specific materials are available, by persons establishing or wishing to improve a competency-based administrator program.

Finally, The Center also expects to develop additional materials in this area to further address the additional competencies identified and verified in our recent national study. We hope to complete this development and field testing effort through a cooperative consortium of interested states. By working together, a comprehensive package of high quality materials for administrator training can and should be developed as quickly as possible.

Attachment A

ADMINISTRATOR TRAINING MATERIALS CRITERIA

I. PUBLICATION DATA:

- Author
- Title of document
- Series
- Publisher
- Date and place of publication

II. DESCRIPTION:

- Type of document (module, book, article)
- Size and number of pages
- Duplication and appearance
- Price

III. TOPICS OR COMPETENCIES COVERED:

- Specific competencies
- Topics or subjects
- Depth and completeness of coverage

IV. TARGET GROUP(S):

- Trainer or trainee
- Level
- Goals of instruction

V. BASIS OF COMPETENCY IDENTIFICATION:

- Research method
- Other procedures

VI. DEVELOPMENT AND TESTING:

- Developers
- Testing procedures
- Revision procedures

VII. INSTRUCTIONAL APPROACH:

- Degree of individualization
- Self-containment
- Structure of material
- Assessment procedures
- Role of resource person/trainer

VIII. SUPPORT MEDIA AND MATERIALS:

- Instructional media
- Additional instructional materials
- Implementation materials

MODULE QUALITY REVIEW CHECKLIST

MODULE TITLE: _____

MODULE NO.: _____ REVIEWED BY: _____

Language

1.	New terminology is defined in the introduction or information sheets.	YES	NO
2.	The terminology is consistent throughout.	YES	NO
3.	The internal directions are simply and clearly stated, and complete.	YES	NO
4.	The performance objectives are stated in observable terms.	YES	NO
5.	The procedures describe the options available to the learner in completing the module.	YES	NO
6.	The activities clarify what the performance is, how to do it, and why it is necessary.	YES	NO
7.	The language is lively and interesting; not mechanical or pedantic.	YES	NO
8.	The language is geared to the level of an average reader in the target audience.	YES	NO

Learning Experiences

1.	Learning experiences are sequenced logically.	YES	NO
2.	Learning experiences do not overlap.	YES	NO
3.	Learning experiences lead directly to competency in the performance objectives.	YES	NO
4.	All required readings contribute directly to attaining the objectives.	YES	NO
5.	All required activities contribute directly to attaining the objectives.	YES	NO
6.	When an activity may be difficult to implement, alternate ways of completing the activity are provided.	YES	NO
7.	Optional learning activities are provided to give depth, variety, and flexibility to the learning experiences.	YES	NO
8.	A range of activities is provided to accommodate students of different abilities, needs, and interests.	YES	NO
9.	A range of activities is provided to allow for both individual and group work.	YES	NO
10.	Role playing activities include role descriptions and situations to guide anyone playing a role outside his/her own frame of reference.	YES	NO
11.	The learning activities are varied and interesting, with a minimum of repetition from one learning experience to another.	YES	NO
12.	Feedback is provided at the end of every learning experience.	YES	NO

Information Sheets (Criteria in the "Language" section apply here.)

1.	The module is self-contained, if at all possible.	YES	NO
2.	Information sheets contain up-to-date and accurate information.	YES	NO
3.	Information sheets are concrete and tangible; not vague generalities or lists of criteria; they tell "how to do it."	YES	NO
4.	Information sheets are relevant to vocational education, with examples drawn from various service areas of vocational education.	YES	NO
5.	Selected pages of outside resources are used as enrichment and/or reinforcement activities.	YES	NO
6.	Outside resources are not more than 10 years old (unless they are of exceptional value).	YES	NO
7.	Readings (information sheets and outside references) are complete in that they provide the learner with all information needed to complete the module.	YES	NO
8.	Outside references are standard enough that they should be readily available to any module user.	YES	NO

Self-Checks, Model Answers, Checklists

1.	Self-checks are thought provoking and require application of information; not rote responses.	YES	NO
2.	Self-checks comprehensively reflect the information provided in the learning experience.	YES	NO

3.	Self-checks are not obvious; they require an understanding of the knowledge important to achieving the competency.	YES	NO
4.	Model answers are provided to reinforce learning and clarify concepts.	YES	NO
5.	Checklists and assessment forms are stated in observable, performance terms.	YES	NO
6.	Checklists include all the criteria necessary for successful performance.	YES	NO
7.	Checklists actually assess the learner's progress toward the objective.	YES	NO
8.	Checklists are of reasonable length and complexity, with no more than 25-30 items.	YES	NO
9.	Alternatives to peer evaluation are provided for those learners who cannot arrange to work with peers.	YES	NO
10.	Each feedback device includes a stated level of performance.	YES	NO
11.	Evaluations provide for recycling if the level of performance is not met.	YES	NO

Media

1.	The media is applicable to all vocational service areas.	YES	NO
2.	The media illustrates, clarifies, reinforces, or extends the concepts introduced in the module; it doesn't simply repeat them.	YES	NO
3.	The media is realistec, i.e., the teacher, students, and real school setting are believable.	YES	NO
4.	The length of the media is reasonable (10 to 20 minutes).	YES	NO
5.	The media is interesting visually/aurally.	YES	NO
6.	The media is clear visually/aurally.	YES	NO
7.	If the media includes an exemplary instructor, the instructor:		
	a. relates well with students.	YES	NO
	b. uses student feedback.	YES	NO
	c. uses media or teaching aids where appropriate.	YES	NO
	d. presents information geared to the needs of the students.	YES	NO
	e. teaches on the basis of up-to-date learning theory.	YES	NO
8.	The media is free from racial and sex bias.	YES	NO
9.	The media is lively and action-oriented.	YES	NO
10.	The information is presented in a logical sequence.	YES	NO

Overall

1.	The module delivers on the objectives.	YES	NO
2.	The module meets format specifications.	YES	NO
3.	The module is internally consistent (objectives, activities, feedback devices, etc. do not contradict each other, directly or indirectly)	YES	NO
4.	No learning experience other than the final learning experience requires performance in an actual school situation.	YES	NO
5.	Opportunity is provided for practicing any performance which must be executed in the real world.	YES	NO
6.	The final learning experience requires performance in an actual school situation.	YES	NO
7.	The learning experiences are realistic; i.e., they do not require an unreasonable amount of prior knowledge or of time on the part of the learner.	YES	NO
8.	Implementation of the module is feasible and practical; i.e., it does not require an unreasonable amount of the resource person's time.	YES	NO
9.	Learning activities, information sheets, case studies, resources, etc. provide equitable representation of the various service areas in vocational education.	YES	NO
10.	An introductory statement is provided which motivates the student by explaining why the competency is needed, not simply what the competency consists of.	YES	NO
11.	An introductory statement is provided which places the module in a frame of reference with other modules in the category, and with the broad theory of vocational education.	YES	NO
12.	All necessary or desirable prerequisite competencies are listed.	YES	NO

Attachment C

SELECTIVE BIBLIOGRAPHY OF COMPETENCY-BASED ADMINISTRATOR PROGRAMS AND MATERIALS

Part A: Materials and Programs Specifically Designed for Vocational Education Administrators

Edwards, Charles W. et al. Administration by Competency: Final Report. Normal, IL: Illinois State University, Department of Educational Administration, 1974. (ED 120 422; CE 006 658)

The report describes a model competency-based, graduate level, administrator education project designed to produce career education leaders at all educational levels whose expertise is based on competencies earned rather than on hours spent in a classroom. The first chapter of the report identifies four means of securing competency (prior experience, internships, individualized study, and complementary learning experiences) and five competency areas (general administration, program planning, personnel, public relations, and student services). In addition, it discusses the instructional packages developed for each competency. Chapter 2 presents biographical information on the 17 program participants and the various staff members who took part in the project. Chapter 3 discusses objectives, the internship in educational administration, and the independent study and individualized instruction options. Project conclusions are discussed in Chapter 4. Nearly two-thirds of the document consists of instructional materials utilized in the program: Ramp Anderson items outlining areas covered in the instructional packages (general administrative, program planning, personnel, public relations, and student services) and sample Administration by Competency (ABC) instructional packages covering these competency areas. Also appended are an intern log form, internship checklist, and other program-related materials. (JR) Abstracted by ERIC.

Edwards, Charles; C. P. Harding, and Franzie Loepp. ABC--Instructional Packages--A Model Competency-Based Program for the Preparation of Administrators of Occupational Career Education Programs. Normal, IL: Illinois State University, Department of Educational Administration, 1974.

This effort resulted in the development of 35 instructional packages designed to be used in the preparation of occupational/career education administrators. Each of the packages contains a rationale, a competency statement, instructional objectives, a pre-assessment, a listing of possible learning activities, and a proficiency test. The authors report that

the packages can be used individually in workshops, as in-service programs, in classroom situations, or they may be used together in a program leading to a degree or administrative certification. Regardless of their use, the authors recommend constant evaluation, refinement, and revision to ensure they remain significant and relevant.

Finch, Curtis R. et al. Competency-Based Administrator Education Materials. Blacksburg, VA: Virginia Polytechnic Institute and State University, Division of Vocational and Technical Education, 1977.

While this series of six modules is meant to be used for vocational administrator education, it may be of equal value as a basis for a graduate program for supervisors. The self-contained modules include information sheets, self-evaluation activities, simulation activities, and final competency assessment forms. A user's guide is available. The titles of the modules are:

- Motivating Vocational Education Personnel to Their Optimum Growth Potential
- Implementing Competency-Based Instruction in Vocational Education
- Planning Vocational Education Programs for the Disadvantaged and Handicapped
- Formulating Goals and Objectives for Vocational Education Programs
- Organizing and Conducting Staff Development Activities for Vocational Teachers
- Preparing Local Plans for Administering Vocational Education

Frank, Frederick P. and Conard L. White. New Opportunities in Vocational Education: Final Report. DeKalb, IL: Northern Illinois University, Department of Educational Administration and Services, 1977.

The main objective of this program was to use and adapt to local conditions and to project participants' needs the Southern Illinois University and Illinois State University developed competency-based model graduate programs for preparing occupational education administrators. Fifteen fellows, all women and/or black persons, were enrolled in the program. The program which was conducted from July 1976 to June 1977 had three major goals: (1) to upgrade the professional skills of the participants in vocational education, educational administration and supervision, and subject matter specialization; (2) to open the eyes of the participants in regard to the world of vocational education and the role of the administrator; (3) to develop self-awareness and actualization toward future roles in a traditionally white, middle class, male environment of the educational administrator.

Meehan, Merrill L. Developing Short- and Long-Range Vocational Education Administrative Plans. Pittsburgh, PA: University of Pittsburgh, School of Education, Vocational Education Program, 1977.

According to the developer, this is a self-instructional and self-contained module. The module contains an overview sheet, an introduction, pre-assessment, instruction, self-evaluation, evaluation, feedback, and resources section.

Norton, Robert E. et al. Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This is an initial series of six basically self-contained, competency-based instructional modules. They are designed for use by both preservice and inservice vocational administrators, and may be equally useful to supervisors of vocational programs. Each module includes performance objectives, information sheets, learning activities, and feedback devices. The titles of the modules are:

Organize and Work with a Local Vocational Education Advisory Council
Supervise Vocational Education Personnel
Appraise the Personnel Development Needs of Vocational Teachers
Establish a Student Placement Service and Coordinate Follow-up Studies
Develop Local Plans for Vocational Education: Part I
Develop Local Plans for Vocational Education: Part II

Ramp, Wayne S. and Edward Anderson. A Competency-Based Model Graduate Program in Occupational Education Administration: A Cooperative Study. Normal and Carbondale, IL: Southern Illinois University, Department of Occupational Education and Illinois State University, Department of Industrial Technology, 1972.

This was a joint project between the two universities which was funded by the Illinois Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education. The major objective of the project was to develop a model competency-based graduate level program for occupational education administrators in Illinois. It resulted in the design of such a program based on the 158 competencies.

Ramp, Wayne S. and James C. Parker. The Implementation of a Model Competency-Based Graduate Program in Occupational Education Administration: A Pilot Program. Carbondale, IL: Southern Illinois University, Department of Occupational Education, 1973. (VT 100 966)

This pilot project sought to implement a model program by recruiting, training, obtaining certification for, and placing

eight occupational education administrators. In September 1972, participants were recruited to pursue a graduate level competency based program designed to accomplish these objectives. Employed teachers were nominated by the superintendent of their respective school districts and eight were selected and enrolled at Southern Illinois University at Carbondale. The university provided supervision of the internships, seminars, and classes. The internship embodied 159 competencies that had been identified and validated in an earlier study. Participants received graduate credit for the work, carrying a full course load in the summer session. At the end of the training period all of the participants had earned certification and all became employed in leadership positions. (MU) Abstracted by ARM/AIM.

Reuter, George S. et al. Occupational Education Leadership: A Performance-Based Approach. Final Report. Occupational Education Administration (Program Phase). Carbondale, IL: Southern Illinois University, Division of Vocational Technical Education, 1974. (ED 102 318; CE 003 018)

The document comprises a transportable performance-based model for preparing occupational education leaders/administrators. Based on a graduate program developed and implemented at Illinois State University at Normal and Southern Illinois University at Carbondale, the model's taxonomy consists of several broad performance areas: (1) program planning and implementation; (2) staff recruitment; (3) personnel development and management; (4) program operation; (5) program management; (6) management of physical facilities, supplies, and equipment; and (7) public relations. Materials are organized into four sections. Section 1 is an introduction to the model and sets forth the model's overall framework and structure. Section 2 provides a brief discussion of some of the rationale, philosophy, and foundations that support the model, and a bibliography of resources. Section 3 provides samples of activities for all 159 performances and selected instructional materials for each of the model's 27 performance clusters. The final section is an individual portfolio assessment system with directions for use. (MW) Abstracted by ERIC.

Part B: Materials and Programs Appropriate for Some Vocational Administrator Education Situations

American Institutes for Research in the Behavioral Sciences. Vocational Education Curriculum Specialist (VECS). Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1976. (ED 132 376)

This guide introduces a set of curriculum materials designed to train the potential vocational education curriculum specialist according to identified competencies in the conceptualization, design, implementation, management, and evaluation of vocational-technical education curriculums. The materials consist of 22 modules: six introductory modules to bring students with minimal preparation in vocational education to readiness for training in a core program; 15 core modules which constitute specialization units in curriculum development, implementation and evaluation; and one module that contains two seminars and a field experience unit.

Brooks, Kent et al. Industry Services Leadership Development Program. Mississippi State, MS: Mississippi State University, College of Education, Research and Curriculum Unit for Vocational-Technical Education, 1976.

This program consists of a series of 33 self-paced instructional modules designed specifically to improve the preparation of state, area, and local leaders in planning and operating industry services programs. The modules are designed to complement the performance-based vocational-technical teacher education (PBTE) modules produced by The Center for Vocational Education at The Ohio State University. A format very similar to the PBTE modules is used for the 33 modules clustered into 13 areas such as Establishing Contacts and Relationships, Training Instructors for Industry Services, and Monitoring Training Programs.

California State University, Fresno. Individualized Competency Based Common Core Curriculum of Vocational Education. Fresno, CA: California State University, 1976.

This modular curriculum is intended for use in the preparation of vocational educators in all service areas. The 29 modules in the series are organized into seven categories:

I Introduction to Vocational Education
II Cooperative Relations
III Vocational Students
IV Administration of Vocational Education
V Curriculum Design for Vocational Education
VI Stages and Structure in Curriculum Development
VII Evaluation and Research

The Center for Vocational Education, The Ohio State University. Professional Teacher Education Module Series. Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1977.

This is a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified through research as being important to successful vocational teaching at both the secondary and post-secondary levels. The modules are suitable for the preparation of preservice and inservice teachers in all occupational areas.

Organized into ten instructional categories, totaling approximately 4200 pages, the modules are basically self-contained, and each one provides learning experiences that integrate theory and application. Each module culminates with criterion-referenced assessment of the teacher's performance. A student guide, resource person's guide, and an implementation guide are available.

While these modules are specifically designed for teachers there are 11 modules in Category A--Program Planning, Development, and Evaluation and 10 modules in Category G--School-Community Relations which are also appropriate for some administrators.

Phelps, L. Allen. Competency-Based Inservice Education for Secondary School Personnel Serving Special Needs Students in Vocational Education. Urbana, IL: University of Illinois, Department of Vocational and Technical Education, 1976. 401 pp. (ED 133 436)

This is a report on the evaluation of a series of seven competency-based inservice modules designed for use by currently employed vocational and special educators. The modules focus on instructional development and on coordination of services and programming for special needs students in secondary programs. A description of each of the modules is included.

Washington State University, College of Education. Curriculum for a Graduate Program to Prepare Vocational Education Curriculum Specialists (VECS). Pullman, WA: Washington State University, College of Education, 1976. (ED 133 563)

This is a series of eight instructional modules that form a graduate curriculum to prepare specialists in vocational education curriculum development. The module titles are: Introductory Module, Developing Curriculum, Needs Assessment, Curriculum Change, Organizing Instructional Strategies, Preparing Instructional Materials, Preparing Curriculum Evaluation, and Prompting Professional Growth and Staff Development.

An Installation Guide is available to provide direction for utilizing the modules (155 pp.). It also contains a listing of the competencies and performance objectives for each of the modules. The modules are available for review on ERIC microfiche.

Part C: Materials and Programs Known to be in Progress

Colorado State University. Professional Development for Vocational Administrators. Fort Collins, CO: Department of Vocational Education, Colorado State University, 1977.

To date seven modules have been developed and tentative plans call for developing six more. The materials are to be turned over to the State Department for dissemination. The seven titles now in process include:

1. Elements of Motivation
2. Human Relations
3. Classroom Observation and Supervision
4. Curriculum Management--A Systems Approach
5. Communication Systems and Techniques
6. Professional Staff Management and Development
7. Leadership Styles and Development

Each module also has a videotape and slide/tape package which supplements it.

Funderburk, Kay and Billy Pope. Improving Vocational Administration. Richardson, TX: Region 10, Education Service Center, September 1977-February 1979.

This project is designed to improve preservice and inservice programs for the preparation of vocational administrators in Texas. Among other objectives the project will: (1) identify the needs of vocational administrators, (2) develop inservice materials in modular form to meet these needs, and (3) develop a training package to increase the management skills of vocational administrators.

Learning Experience II

OVERVIEW

Given information on the latest administrator research findings, identify the implications and applications of these findings to the development of CBAE programs.

You will be listening to a large-group presentation concerning The Center's identification and review of research studies relating to the preparation of vocational administrators.

You may wish to read the information sheet, Baker, The State of the Art of Research in CBAE, pp. 33-42.

You will be listening to a large-group presentation concerning The Center's administrator competency identification and verification research study, and participating in a question-and-answer session following the presentation.

You may wish to read pp. 1-26 of the report titled The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education.

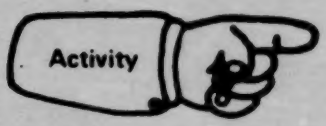
continued

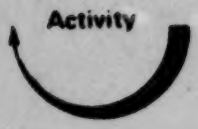
OVERVIEW continued

You will be reviewing some of the available administrator competency identification studies.

You will be discussing the implications and applications of these research studies to the development of CBAE programs with the other members of your group and your resource person.

You will be listening to a large-group presentation in which the development of your CBAE plan of action will be introduced and explained, and participating in a question-and-answer session following the presentation.





Join the other workshop participants for a presentation in which a resource person will discuss The Center's identification and review of research studies on the role, functions, and competencies of local administrators of vocational education. An annotated bibliography of relevant research studies, and a list of all identifiable vocational administrator studies, will be distributed.

For a general overview of the state-of-the-art of research in CBAE, including a discussion of the limited number of CBAE programs and systems available and the need for "empirical" rather than "intuitive" identification of the competencies needed by administrators, you may wish to read the following information sheet:

THE STATE OF THE ART OF RESEARCH IN COMPETENCY-BASED ADMINISTRATOR EDUCATION*

The "state of the art" in CBAE could be best described as the good, the bad, and the ugly. Your attention will be needed to discern which from what, when.

The Good

Current practices in CBAE are founded upon sound processes. Systematic sampling processes have been used to identify specific functions common to many administrative roles. In one or more instances, the research has been extended to include follow-up surveys and investigations into the functional competencies of the administrators after they have been employed for a period of years (Reuter, 1974).

The usual approach in developing competency-based administrator education has been to survey current administrators as to their roles in vocational administration. A list is then generated of potential competencies based upon this survey of activities undertaken by practitioners. These lists are reviewed by juries containing administrators, researchers, teacher educators, and other appropriate people. The lists are then edited,

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*Adapted from G. E. Baker, "The State of the Art of Research in Competency-Based Administrator Education," paper presented to the Joint General Session, NAITTE and T & I Division, American Vocational Association, Atlantic City, New Jersey, December 6, 1977.

reviewed, condensed, and categorized into large groupings of competency elements. Specific lessons or learning materials are then developed for each of these identified competencies within the broad groupings.

Thus, the content of the systems developed to date are data based. They are the essence of the current functions and practices in the field. The training materials developed in the projects work very well, and have shown this consistently. The materials provide two vital functions in training in that they do identify the competencies, and they do provide a system for consistently developing the needed competencies.

Another strong feature of the research and development implemented to date is that it is not hastily conceived; it is not recent and it is not without adequate basis for judgment. Interest and formal investigation in the field dates back prior to 1970 and the competencies identified are neither new nor poorly done (Eriksen, 1977; and Cotrell, Set II, 1972). The delivery systems for the educational process are modeled primarily in one pattern. That pattern has been proven, tested, and improved over the last several years to become a very functional process (Cotrell, 1972).

The Bad

There are four elements in the "BAD" section. The first element in this section discusses that phase of the scientific method concerned with the selection of a best alternative and testing it against some factor. This implies a range of choices with the most likely choice being tested. The implication could be that the best CBAE method is taken as the alternative and tested against the current practice.

The second element in this section relates to problems associated with developing valid competencies. Problems do not relate to the research efforts, but do relate to the wide range in characteristics of administrators. Literally, it is difficult to derive valid competencies from dubious sources.

The third addresses the difficulty in using normative data. Since normative data is based upon processes occurring in the present, it poses problems when it becomes the basis for competencies to be used in the future.

The final element is concerned with inconsistent management information practices. All of the CBAE systems to date must not only show their clients how to use the information, but how to derive it. A viable process to derive this information would advance CBAE programs.

Alternatives are Limited

An ERIC search was done late in the summer of 1977 using a matrix of seven descriptors and involving slightly more than 7,000 potential "hits." It yielded only two entries in the field of competency-based administrator education. Both of these listings were from the state of Illinois and both were a part of a single program in which each of several phases were guided by different researchers (Reuter, 1974). The most visible efforts are in the states of Illinois (Reuter), Minnesota (Eriksen), Ohio (Norton, 1977), and Virginia (Finch, 1977). To date, the three viable, visible systems with training materials are Ohio, Virginia, and Illinois.

The number of alternatives from which to choose is a bit smaller than overwhelming. Yet there is another factor. The selection of an alternative implies a choice from among items differing from one another. This is not actually so for two reasons.

Most of the CBAE materials in any state are based upon the methodology and processes established in the PBTE project at The Ohio State University (Cotrell, Set II, 1972). It is a sound system and those systems modeled upon it are functioning effectively. However, this means that the "state-of-the-art" in CBAE is derived from one style and one methodology; choice between items of great distinction is precluded.

Further, it would be difficult to judge the value of the best CBAE system against the traditional system simply because there is no traditional system. In fact, the first phase of all the CBAE projects involves the identification of functions and systems to educate for the function. The functions have been easier to identify than the educational system. However, there are problems related to the validity of the functions identified.

Role and Function Validity

The identification of functions of vocational administrators is essential to the education of administrators no matter what the process. This is difficult in practice for several reasons. Included are the range in size of local schools, variance in the type of administrative office responsible for the vocational program, personal qualifications of the administrators and the attitudes of the administrators.

Obviously, if the functions are not valid, neither the derived competencies nor the educational content is valid. Numerous studies have investigated the role of administrators (Bayne, 1972; Cooper, 1974; Finch, 1977; Harrington, 1973; Meyer, 1971; Miller, 1972; Norton, 1977; Reuter, 1974; Thomas, 1977). The remarks here are not directed at these studies, but rather of what subjects were studied.

Validity derived by normative processes from practitioners is keyed upon three assumptions: (1) that consistent processes may be identified; (2) that the individual respondent has met some valid standard of certification or performance; and (3) that the competencies identified now are applicable for the future time when the CBAE product assumes a role and for future evolution in the field.

Identification.--Studies have been consistent in identifying specific functions of vocational administrators (Loudermilk, 1973; Norton, 1977; Eriksen, 1977). Techniques have been used to identify needed roles and comparisons were made between needed and perceived roles (Meyer, Loudermilk, Bayne). These studies utilized acceptable methods and produced consistent results. However, the data were generated by asking people for opinions. The competencies were found by asking people about their functions and tempering the responses with judgments by others. Thus, the process is founded upon data generated by perceptions and judgment. Both are intuitive rather than empirical systems. For those who would totally support the intuitive processes, there are yet memberships available in the Flat Earth Society.

The intuitive processes are not rejected, but they do have limitations. There is probably no better method--at the present. Perhaps this is an area in which the "state-of-the-art" could be empirically advanced.

Standards and Certification.--The identification of competencies is based upon the responses of current practitioners with the assumption that the practitioner holding the position is competent. This may not be so. The practice of certifying vocational administrators from nonvocational fields is less than rare (Burkett, 1976). In such cases, the individual may be neither prepared nor amenable to the concept of vocational education. Poor regard for vocational education is neither new nor uncommon for educators (Schaefer, 1962; Rice, 1967; Baker et al., 1975; Lee, 1976; Albright, 1976). In fact, the very standards for certification in vocational education administration are set by the general field (Burkett, 1977). Grandfather clausing and educational bureaucracy display inertial qualities. Thus, the field of vocational education is not able to impose compliance upon a group that is in control of the day-to-day operation of vocational education.

The lack of consistent certification standards is further diffused by two other factors. The first is confusion by administrators as to specific roles. While there is general agreement on broad functions that should be done, there seems to be some difference between "should be" and "performed" factors (Eriksen). The second factor is the scramble for funds and the efforts to "milk" vocational programs for general monies. These practices are seldom obvious, but the practice would seem common when Burkett (1977) observed that powerful educational organizations seek to change laws to legally divert vocational funds to general

programs. This emphasis on funding could influence both the concept of "should be" and "performed" competencies.

Another factor relating to the interpretation of the role of the administrator is the constant flux of legislative action. New laws, amendments, attempts at legislating the end of social ills, and so on, all tend to modify the function of the administrator. Unqualified sampling may be inadequate to identify performance elements. Unfortunately, no truly empirical process is operational that can identify better programs, competent people, or specific functions, much less those functions common to the range of titles, roles, functions, perceptions, and personnel. Thus, current sampling processes may not be truly "data based," although Norton's processes seem the most advanced.

There are many fine and competent individuals who are in administrative positions, including very competent people from nonvocational fields. The point is, however, that as a whole, there may be discrepancies in what should be done and what is done and that there is no viable process with which either administrators who manage superior programs or superior programs can be identified. It is not specifically known what characteristics and processes are vital. It may not even be possible to do this.

Flexibility for the Future.--Like all normative (survey) data, the competencies identified to date are based upon average practice. Without the qualities of "good" or "advanced" competence, the data may also be limited to current averages rather than advanced processes more capable of future evolution.

Thus, the state of the art is not advanced in terms of the ability to accurately define administrative roles or to describe the ideal administrators in terms of knowledge, attitude, or organizational abilities. Research is needed as to the actual functions, desirable attitudes, specific educational needs, and diagnostic processes used to determine these in all of the acceptable domains of learning. This must then be correlated to those processes that sustain evolutionary development and predictive or anticipatory management.

Information Systems

Operational competence, in terms of being accountable, is in part dependent upon certain types of information with which to make decisions. Decisions relative to the increase, decrease, or retention of training programs are dependent upon labor markets, employment trends, and other such factors.

Information systems concerning these data are more often less than adequate (Lee, 1976). Most states do not have systems to provide local schools with such data forcing them to rely upon their own resources. In actual practice, the local agency may ignore or falsify such data needs, placing the administration in a position of operating without information.

At present, an initial phase of each CBAE program is concerned with the acquisition of this information, thus making accountability more of a theory than a competency.

The implementation of management information systems would provide a better data base both for administration practices and for developing administrative competencies. The base for establishing information systems is emerging. Several states, notably Missouri, Illinois, and Oklahoma, are developing programs for information vital to program evaluation, initial applications, long range planning and other factors.

The implementation of standards, CBAE programs, and accountability are in part dependent upon information systems. While all CBAE systems incorporate the acquisition of such information, the educational process would be more efficient by utilizing this data than by deriving it.

Discussion

The intuitive processes form the first phase of investigations. Theories are but intuitive efforts formalized into apparently workable situations. When proven, they become scientific law.

We seem to be at the working theory stage with CBAE. To advance beyond this level, several thrusts will be needed. First, criteria should be identified to form the transition from intuitive identification to proven competence.

Another thrust should be toward the development of superior systems. Now, it is not known if another system works better--there doesn't seem to be another system. This does not imply lack of quality in today's CBAE; it does state a lack of alternatives. To develop alternatives, particularly ones of equal or better substance, will require effort and funding of considerable magnitude. To compare and test them will require even more efforts. This implies a need for synthesis, adoption, adaptation, and coherence in the field on a national scale. Marginally funded, individual projects of very similar nature do not extend the state of the art. They only repeat it.

Part of this situation is due to the funding practices common to the field. Generally, money is allocated to individual states and it must be spent regardless of specific needs or potential. Or, in other situations, proposals are invited by an institution and one or two are selected. This puts the states in the position of working without communications between themselves, or in the situation of inadequately funding replicas of something done by another major institution.

The field needs some variety. However, before the generation of endless varieties is undertaken, two or more, but

certainly not a large number, of varieties must be identified and compared. Specific data as to "in" or "pre" service factors, specific administrative roles and functions, and other related factors must be identified.

To this end, the field must develop good programs and make them known. Functional and tested programs are needed. Communications and choice are essential to achieve these ends. Funds formally scheduled for "research" in each state could be used to purchase educational materials developed in other states. The purchasing states could use these materials and functions as testing stations. Testing and experimentation in different types of programs and diagnostic applications, evaluation, and the training process themselves could provide the field with a means of rapid and coherent advancement. Literally, experimenting provides the best way of using the material, providing communications and coordination are provided. Endless developmental projects initiated by state and federal bodies must have the vital facet of coordination in order to advance the state of the art efficiently.

Good research should establish data bases; and these should identify the problems for further study. Further, good research should open new avenues of investigation about other alternatives.

What has been done so far fulfills all the requirements of good research. It has been well done and done in a scholarly and systematic manner. It has posed solutions to problems and has advanced the field. It has identified new avenues of investigation. To date, the state of the art of CBAE by any standard, is good. However, to date there ain't much of it.

The Ugly

The opening paragraph of this paper promised a review consisting of the good, the bad, and the ugly. The good and the bad have been given. The "ugly" is the author of this material. For an exorbitant fee the author will provide a personal photograph which may be used to frighten small children or sweet little old ladies. At no extra charge, a bibliography is included with this paper. It is not exhaustive, but it is a place to start.

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Attend the large-group presentation in which a resource person will describe the methodology and outcomes of The Center's research to identify and nationally verify the competencies considered important to local administrators of vocational education.

For a summary of The Center's administrator competency identification and verification study, you may wish to read pp. 1-26 of the report The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. Copies of this document will be distributed by a workshop resource person.

Join your assigned small group and, working either individually or with others in your group, examine the administrator competency identification studies provided to you by your resource person. Your review should focus on identifying the implications and applications of these research studies to the development of CBAE programs. Thus, as you examine the studies, you should consider the following characteristics of a well-developed competency-based program:

- Competencies to be achieved are carefully identified, verified, and made public in advance.
- Criteria to be used in assessing achievement and the conditions under which achievement will be assessed, are explicitly stated and made public in advance.
- Assessment of competency takes the student's knowledge into account but depends upon actual performance as the primary source of evidence.
- The instructional program provides for the individual development and evaluation of each of the competencies specified.
- Students progress through the instructional program at their own rate by demonstrating the attainment of specified competencies.

Some questions you should address as you review the competency identification studies are--

- Do well researched and verified lists of competencies important to local administrators of vocational education exist?
- Are the competencies rank ordered? What do the priority competencies seem to be?
- Do administrators need training on all of the important competencies identified?
- Are the competencies categorized into preservice, inservice, and survival skills for administrators? Should they be? If so, how can this best be done for a specific CBAE program?
- Does a basis for competency assessment exist (i.e., are specific criteria for assessing achievement listed)?
- If not, what are the implications for the development of a CBAE program?
- What types of instructional materials would be needed to deliver on the competencies identified?
- How <u>much</u> training would be needed to prepare an administrator in these skills?
- What <u>types</u> of training are needed?

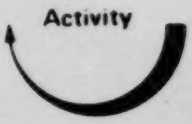
When you have completed your review of the competency identification studies, meet with the other members of your group and with your resource person to discuss the implications and applications of these studies to the development of CBAE programs in terms of the questions listed and the key characteristics of CBE programs.

Join the other workshop participants for a large-group presentation in which the development of your CBAE plan of action will be explained. Time has been allotted for you to raise any questions you may have concerning the type of plan to be developed and your specific responsibilities in developing the plans, and to bring up any other concerns or issues arising from the workshop activities thus far.

Learning Experience III

OVERVIEW

Given presentations on alternative delivery strategies available for implementing CBAE, identify the key features of three major approaches and their implications for improving administrator training in your state.



You will be listening to a large-group presentation concerning The Center's description of alternative delivery strategies for preparing local administrators of vocational education.

You will be reviewing the Major Delivery Strategies Matrix, pp. 53-55.

You will be listening to a large-group presentation concerning competency-based administrator education at Southern Illinois University.

You may wish to read the information sheet, Ramp and Parker, Competency-Based Administrator Education at Southern Illinois University, pp. 57-66.

continued

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You will be listening to a large-group presentation concerning CBAE at Illinois State University.

You will be participating in small-group discussions of CBAE programs in Illinois, and identifying the key features of CBAE programs on a matrix.

You will be listening to a large-group presentation concerning the extern program as a means of delivering CBAE.

You may wish to read the information sheet, Miller, The Extern Program as a Means of Delivering CBAE, pp. 68-78.

You will be listening to a large-group presentation concerning the extern program in Oregon.

You will be listening to a large-group presentation concerning the extern program as a vehicle for CBAE from a state department perspective.

continued

You will be participating in small-group discussions of the extern program as a strategy for improving administrator preparation, and identifying the key features of such programs on a matrix.

You will be listening to a large-group presentation concerning the internship program as a means of delivering CBAE.

You may wish to read the information sheet, McMahon, The Internship Program as a Means of Delivering CBAE, pp. 80-89.

You will be listening to a large-group presentation concerning the Ohio intern leadership development program.

You will be listening to a large-group presentation concerning the internship program in Oregon.

You will be participating in small-group discussions of the internship as a strategy for improving administrator preparation, and identifying the key features of such programs on a matrix.

continued

You will be evaluating your competency in identifying (1) the key features of three strategies for implementing CBAE, and (2) their implications for improving administrator training in your state by comparing your completed matrix with that of a resource person, and through your small-group discussions with peers, resource persons, and consultants.

Join the other workshop participants for a large-group presentation in which The Center's identification and description of available alternative delivery strategies for administrator training will be reviewed and explained.

Below is a matrix on which, throughout the remainder of the day's activities, you are to identify the key features of the three most promising delivery strategies available for implementing a competency-based approach to administrator preparation. The small-group discussion following the presentations concerning these three major strategies will focus, in part, on the identification of these key features. Review the matrix at this time.

MAJOR DELIVERY STRATEGIES MATRIX

Directions: For each key characteristic listed in the left-hand column, mark the strategies columns as follows. If the item is an inherent feature of the strategy, place a (✓) in the appropriate space. If you are in doubt about a particular item, place a question mark in that space to indicate the need for further discussion and exploration. In the space allotted for "comments," you may wish to make note of significant findings arising from your small-group discussions (e.g., that a characteristic not usually associated with a particular strategy is part of a specific program under discussion). Blank spaces have been left for you to add any other key characteristics you may identify for one or more of the major strategies listed.

Key Characteristics	Extern	Intern	CBAE	Comments
Full-time paid position				
Part-time learning program; trainee continues present job				
On-the-job supervisor				
Supervisory visits by program staff; no formal on-site supervisor				
Field-based (off campus) weekend seminars				
Begins with 1-3 week summer workshop				

Key Characteristics	Extern	Intern	CBAE	Comments
Trainee placed in another school				
Trainee stays in same school				
Competencies are identified, verified, and made public in advance				
Focus on developing individual and group objectives				
Criteria to assess achievement are identified and made public in advance				
Trainee's actual performance is basis for competency assessment				
Extended, planned field experience				
Trainees progress at own rate				
Immediate feedback				
Program is time-based				
Instruction may be modularized				
Inservice program				

Key Characteristics	Extern	Intern	CBAE	Comments
Preservice program				
Sponsoring school commitment to move trainee into leadership role				

Attend the large-group presentation in which consultants from Southern Illinois University will explain and describe the competency-based graduate program in occupational education administration at SIU. During the presentation, note any questions you may have, and be prepared to raise these during the small-group discussion following the next presentation.

The previous presentation by Wayne Ramp and James Parker was drawn from the following information sheet, also developed by Drs. Ramp and Parker. To review the content of the presentation, you may wish to read the following information sheet:

COMPETENCY-BASED ADMINISTRATOR EDUCATION AT SOUTHERN ILLINOIS UNIVERSITY

Background and Overview

The expansion and broadening of vocational education in the public schools accompanied by a national concern for career education at all levels of the educational system has created a need for professional personnel to manage and direct viable occupational education programs. Along with increased emphasis upon world of work education for all students has come a realization that school administrators in general have not been equipped by their programs of academic preparation to deal with the myriad problems that attend sound vocational program planning and implementation.

In Illinois, the school administrator's situation in regard to vocational education has come into the spotlight because responsibility for decisions regarding local vocational and/or career education programs has been shifted from the state level and placed squarely on the local school district. In past years, school administrators had merely to follow the requirements promulgated by the designated state vocational education official and the local program would be approved to receive state and federal funds. In recent years, each school district has been required to develop an appropriate local plan for vocational education in grades K-12. This plan is either approved or disapproved in whole

or in part and becomes the document which determines the amount of state vocational funding that will accrue to the local school. One important feature of the local plan is the requirement that one person be designated as responsible for its implementation. In some cases where there is no certified vocational director, the school superintendent has accepted this responsibility. In other cases, the superintendent has delegated the responsibility to someone, usually a building principal or a curriculum director holding the administrative endorsement required of all school administrators in the state of Illinois. In still other situations, the chief school administrator has assigned the duties related to managing the vocational program to a promising vocational teacher who does the work but is not given an administrative title because she/he does not hold the administrative endorsement.

Against this background, the Department of Adult, Vocational and Technical Education (DAVTE) of the Illinois Office of Education (then the Professional and Curriculum Development Unit of the Illinois Division of Vocational and Technical Education) in the fall of 1971 issued an RFP (Request for Proposal) for two teacher education institutions to develop a model competency-based graduate program which would lead to the preparation, certification, and employment of qualified directors of vocational education programs in the schools. This cooperative project was awarded to Illinois State University at Normal and Southern Illinois University at Carbondale under the direction of Dr. Edward Anderson representing ISU and Dr. Wayne Ramp representing SIU-C. The model program that was developed as a result of this effort was then made the basis for follow-up efforts which required two universities to each enroll qualified students in order to implement the previously developed model competency-based graduate program in Occupational Education. Both institutions that had worked together during 1971-72 to develop the model continued with implementation phases during the next four years. Northern Illinois University was awarded a DAVTE contract beginning in 1976 to apply the model specifically to the preparation of female and ethnic minority persons. Since 1972, approximately fifty persons have completed the program at SIU-C and have received administrative certification which allows them to be vocational directors in the schools of Illinois.

Each participant accepted into the program at SIU-C has had several years teaching experience in one of the vocational areas and in most cases was employed by a school district for that year. This local cooperating school district was requested to provide the participant with an average of two hours per day or one-fourth time released from normal duties in order that the participant might pursue an internship or on-the-job experience program which would provide one of the vehicles for imparting desired administrative proficiency.

The Model

Ramp and Anderson identified 159 administrative performances for the leader of occupational programs in Illinois.[1] These performances were subsequently translated into specific behavioral statements and organized into a taxonomy consisting of seven administrative performance areas:

1.0 Program Planning and Implementation

2.0 Staffing the Program

3.0 Personnel Development and Management

4.0 Program Operation and Evaluation

5.0 Program Management

6.0 Management of Physical Facilities, Supplies, and Equipment

7.0 Public Relations

These performance areas became the superstructure of the model and have been used as the broad parameters of instructional content (see Figure 1).

Within the model's superstructure, further suborganizing and factoring of the performances into 27 clusters is specified. Each of these clusters consists of two parts: 1) a statement of condition or situation, and 2) one or more of the 159 performance statements. A typical cluster is the following one (cluster 2.1) from Performance Area 2.

Condition: Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:

Performances:

a. determine sources from which applications may be received; i.e., colleges and universities.

b. determine alternate sources of employees such as neighboring schools and industry.

Thus, the model not only organizes the 159 performances into a taxonomy but also specifies, in behavioral terms, the basis on which to assess a given performance.

Figure 1.
Occupational Education Administration
Program, Performance List

PROGRAM PLANNING AND IMPLEMENTATION - PERFORMANCE AREA 1				Number of Performances
Occupational Program Planning 1.1	External Resources and Planning 1.2	Analyzing Operational Programs 1.3	Evaluating and Improving Instruction and Curriculum 1.4	39
STAFFING THE PROGRAM - PERFORMANCE AREA 2				
Source of Applicants 2.1	Analyzing Applicant Credentials 2.2	Interviewing Candidates 2.3	Choosing Staff Members 2.4	11
PERSONNEL DEVELOPMENT AND MANAGEMENT - PERFORMANCE AREA 3				
New Staff Orientation 3.1	Staff In-Service 3.2	Organizational Climate 3.3		19
PROGRAM OPERATION AND EDUCATION - PERFORMANCE AREA 4				
Scheduling Staff 4.1	Student Teachers 4.2	Advisory Committees 4.3	Data Collection and Reports 4.4	20
Work Place Safety 4.5	Curriculum/ Time Evaluation 4.6			
PROGRAM MANAGEMENT - PERFORMANCE AREA 5				
Supervisory Functions 5.1	Occupational Program Follow-up 5.2	Management Style Development 5.3	Utilizing Professional Expertise 5.4	34
MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES AND EQUIPMENT - PERFORMANCE AREA 6				
Facility and Equipment Budgeting 6.1	Purchasing Equipment 6.2	Utilizing Physical Facilities 6.3		17
PUBLIC RELATIONS - PERFORMANCE AREA 7				
Ascertaining Public Opinion 7.1	Publicizing Occupational Programs 7.2	Working with the Community 7.3		19
				Total =159

Implementation at SIU-C

Besides the rather standard graduate school activities of registering for course hour credits, pursuing readings and taking examinations, three rather unusual aspects have been hallmarks of the SIU-C Program: 1) a tri-partite educational network, 2) a portfolio of proficiency development, and 3) a comprehensive internship in a cooperating local school district.

Tri-Partite Educational Network

Through a Memorandum of Agreement signed by both the cooperating school district and the university, an educational endeavor combining the efforts of a local cooperating administrator, an occupational education administration intern, and university professors has been established. This means that local administrators and interns have been admitted formally as co-operators of the program with SIU. Daily internship supervision is the role of a cooperating administrator who arranges administrative participation for and proficiency development by an intern. A cooperating school district is asked to provide an intern with 10 designated hours per week (an average of two per day) when she/he pursues activities which relate to proficiency development as outlined in the portfolio.

Provided by the university are classroom instruction sessions and internship coordination by a professor. The classroom sessions include discussions of pertinent reading materials, workshops by Illinois Office of Education's DAVTE personnel, and simulations of administrative performances. These sessions are built upon the 159 performance statements and related internship concerns and professional problems as reported by university coordinators. Thus, the program is linked both to professional administration requirements through the portfolio and to actual daily occurrences through the university internship coordinator.

Portfolio of Proficiency Development

The blueprint for the entire program is the individual's portfolio. It outlines for the three parties involved in the educational network the framework in which proficiency on the 159 performances is to be developed. Included for each of the 159 performance statements are a pre-assessment and a post-assessment, both of which are identical in format (see Sample 1). An assessment system incorporating proficiency levels in cognitive and affective domains is used. Basically, for each performance statement the intern assesses his level of proficiency development in the cognitive domain based on Bloom's taxonomy[2] and in the affective domain based on the Krathwohl et al. taxonomy[3]. The date of pre-assessment (beginning of program) and the date of post-assessment(s) are entered as well as the methods of development

Sample 1.
Page From Proficiency Portfolio

*IDEAL CONDITION: Given a packet of job descriptions, and other relevant data,

*IDEAL PERFORMANCE:...the Occupational Education Leader will be able to determine sources from which applications may be received, i.e. colleges and universities.

Actual Conditions(s) --
Preassessment: _____

_____

Postassessment: _____

_____

Actual Performance (s) --
Preassessment: _____

_____

Postassessment: _____

_____

*PROFICIENCY LEVELS AND CERTIFICATIONS:

Sample Indicators: Cognitive (can do) Levels
- Knowledge - identify those institutions that provide preparation that meets the legal criteria for certification.
- Comprehension - match job description(s) to appropriate sources of educational staff personnel.
- Application - prepare a valid list of potential sources of new staff members.

Sample Indicators: Affective (will do) Levels
- Receiving - name those institutions that provide preparation that meets the legal criteria for certification.
- Responding - participate in discussions in which job descriptions are matched to appropriate sources of educational staff personnel.
- Valuing - differentiate positive and negative factors among institutions which are potential sources of new staff members.

Preassessment: Cognitive Level: _____ Affective Level: _____

_____ Mode(s) of Development: _____
Date

Certification of Levels: _____ and _____
Certifier I Certifier II

Postassessment: Cognitive Level: _____ Affective Level: _____

_____ Mode(s) of Development: _____
Date

Certification of Levels: _____ and _____
Certifier I Certifier II

(academic: classwork, simulation; practical: internship, on-the-job). Signatures by two certifiers, usually a cooperating administrator and a university coordinator, indicate that they concur with the marked level of proficiency.

For purposes of the SIU program, competence (a minimally acceptable proficiency) has been designated as at least the Comprehension and Responding levels of proficiency on 90% (143) of the 159 performances. Thus far, all participants have been post-assessed at or above the minimum level.

The portfolio also places squarely on an intern the onus of proficiency development. Since the performances are clearly outlined at the beginning of the program, their successful accomplishment becomes the intern's basic responsibility. To achieve a given level of proficiency, she/he can pursue internship activities, relay (through a university coordinator) proficiency development concerns into the classroom setting for resolution, and attend workshops; if the internship, classroom activities, and other planned experiences fail to develop necessary proficiency, she/he can design her/his own activities for proficiency development. Continuing post-assessments at lower levels of proficiency than program expectations, i.e., lower than the Comprehension and Responding levels, indicate to the staff that an intern is in need of help in proficiency development.

Internship

Theory meets practice in the internship. Because of the tri-partite educational network mentioned earlier, all parties become learners. Thus, the flow of information is not just university to local school district; a reverse flow--local district to university--is at a high level and is a mechanism for the continued adjustment of the program.

University coordinators visit the intern in a local setting about once a month (preferably during the designated internship time). Discussions are held concerning the intern's progress as well as any problems, and many ideas and solutions are suggested on the spot. Proficiences that need strengthening and intern concerns and problems that cannot be resolved during a visit are communicated in writing by the university coordinators to departmental staff who in turn design appropriate classroom activities, (simulation,etc.) aimed at the specific problem.

Experience indicates that the beginning (or motivating) idea and place of proficiency development may be different for each intern. For instance, some interns have gained new knowledge in classwork discussions of theory which, when applied in internship practice, became the springboard for growth. Others

on the same performance found internship practice or a coordinator's visit to be the beginning of growth, later tested and verified by a study of theory in the classroom.

Comments

The validity of the original model upon which the subsequent program has been operated seems to be supported by the experience of those who have participated. Seventy-five percent of the participants have secured leadership positions in occupational education; after serving as local directors, some have moved on to deanships, principalships and assistant superintendencies. Evaluative comments from cooperating administrators and university personnel have been positive regarding the model's validity.

Co-operators in the program believe that both classroom and internship experiences are necessary components to successfully implement the model. A "best fit" of internship and classroom is difficult to assign because of individual intern differences. Given the opportunity to develop proficiency in both classroom and internship, the two seem to reinforce each other.

A program depending heavily on internship experiences must select a cooperating administrator with care. A knowledgeable, cooperative, and concerned local administrator/supervisor who is in daily contact with the intern is of critical importance to a successful individual internship. In addition, the intern and the cooperating administrator expect to be visited by university personnel, appreciate it, and are apt to express resentment if they believe they have not received their share of the visitation schedule. The visitation conveys to them that they are important co-operators of the program and that time and resources are being expended by the university for their benefit.

The state DAVTE office is so important to the operation of local occupational programs and in the services available to schools that it has been a requirement that each occupational education administration intern spend time there. A DAVTE organization chart and personnel roster come to life as the intern connects personalities with programs and services.

The ultimate existence of a performance-based program such as the one described here will depend upon rather flexible certification criteria. For example, provision needs to be made for proficiency development outside the usual university campus-based course requirements. This can be accomplished where appropriate by proficiency testing on usual course requirements and by the award of liberal practicum or internship credits based on documented, certified performance proficiency.

In general, those who have worked with the program are of the opinion that the outcomes to date have been most worthwhile.[4] Participants who have completed the program have been launched into new careers, and because of the internship have been able to function as administrators of occupational education with almost no lost time for orientation. Personnel in the public schools who have worked with the program are enthusiastic about it, and several have requested that they be included in other cooperative arrangements with the university at a future time. Campus professors, particularly those in the Department of Educational Leadership, exhibit a new awareness of and respect for performance-based curricula for all school administrators. From this perspective, it is the belief of those who have been associated with the program that the development of competent administrators will be the long-term result.

FOOTNOTES

[1]Edward Anderson and Wayne S. Ramp, A Competency Based Model Graduate Program in Occupational Education Administration. A report on a joint project between Southern Illinois University at Carbondale and Illinois State University at Normal; Project Funding Agency: Board of Vocational Education and Rehabilitation, Division of Vocational-Technical Education, Project Nos. PD CA2-128+ PD CA2-157, Springfield, Illinois, June 30, 1978. (ERIC No. ED 066566)

[2]Benjamin S. Bloom (Ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Doman (New York: David McKay Company, Inc., 1956).

[3]David R. Krathwohl, Benjamin S. Bloom, and Bertram S. Masia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964).

[4]John L. Bradley, "Evaluation of a Competency Based Educational Administration Project," CCBC Notebook. 4:6, (July 1977), : 7-12.

Attend the large-group presentation in which a consultant from Illinois State University will describe the CBAE program at ISU, indicating the differences and similarities between the SIU and ISU programs. During the presentation, note any questions you may have, and be prepared to raise these during the small-group discussion following the presentation.

Under the direction of a resource person, divide into two small groups. One consultant from Illinois will join each small group for a discussion of the CBAE program at his/her institution. At the end of a designated period of time, the consultants will switch groups to allow you to discuss both programs. During these discussions, you should attempt to (1) identify the key features of CBAE programs, noting these on the Major Delivery Strategies Matrix, pp. 53-55, and (2) explore the implications of CBAE for improving administrator training in your state.

Join the other workshop participants for a large-group presentation in which a consultant will discuss the extern program as a means of delivering CBAE. During the presentation, note any questions you may have, and be prepared to raise these later in the day during the small-group discussions on the externship approach.

The previous presentation made by Melvin D. Miller (Associate Professor, Department of Vocational-Technical Education, University of Tennessee) was drawn from the following information sheet, also developed by Dr. Miller. To review the content of Dr. Miller's presentation, you may wish to read the following information sheet:

THE EXTERN PROGRAM AS A MEANS OF DELIVERING CBAE

If a person unfamiliar with "educationese" were to listen in on conversations that many of us as educators have been a part of, it would not be unlikely that such an eavesdropper could get the notion that they were listening to persons engaged in the trucking industry. We talk about delivery systems; we refer to products as being transportable; we speak about cost effectiveness; we say we must use a systems approach; and we express concern about installation costs.

Does this language represent the attempt of educators to be intellectual, or is it psuedo-intellectual? Or, is it once we have learned the language, it becomes an efficient way of being specific about what we want to communicate?

Regardless of the answers to the foregoing questions, the fact is that if we are going to talk about Competency-Based Vocational Administrator Education (CBVAE) we have to talk about a delivery system. Without a delivery system there will not be a CBVAE program--period! Recognizing the flatout, unqualified nature of that statement, it still bears repeating. Without a delivery system, there will not be a CBVAE program--period!

Now the situation is not as bleak as it may first appear. As good fortune has it--perhaps it is as resourceful educators would have it--a number of alternative delivery systems for installing a CBVAE program are identifiable. Not only identifiable, but these alternatives are transportable, appropriate for application of a systems approach, generally have low installation costs, and can result in a cost-effective program to meet a variety of demographic and geographic conditions. Not only are there traditional inservice and preservice programs for delivery of CBVAE, but we also have available Intern, Extern, and Return programs.

The purpose of this paper is to look at one of these systems--The Extern Model--and to show how it can serve as a delivery system for CBVAE.

The Extern model as developed and implemented in Oregon provided a means of developing personnel to serve local leadership roles in vocational education. This system has been installed

in Arkansas, Oklahoma, and Tennessee for the same purpose. This past year a national priority personnel development project, funded by the USOE, focused on the Extern model as a means of preparing local administrators of vocational education. Teams of state department personnel and teacher educators from twenty-six states participated in the project's workshop. Several of these states have taken steps to implement Extern-type programs by 1979.

Not only has the Extern model demonstrated usefulness for preparation of local administrators of vocational education, it has been adapted by teacher educators in one state for preparing leadership personnel for career education and in another state to assist secondary school principals strengthen their understanding and ability to provide leadership for vocational education in a comprehensive setting. In USOE Region IV, teams of first-line vocational administrators from six state departments of education plus a vocational teacher educator from each state represents yet another application of the Extern model.

The Extern model represents a deviation from traditional graduate work in education. It is a year-long program combining academic work with participant-planned, field-based activities--all being accomplished while participants continue to be responsible for roles in their employing agency. Participant evaluation, research findings, and follow-up studies all provide evidence of the success of the Extern model.

Seven principles have proven useful in guiding the implementation of the Extern model. As with recognized principles of vocational education, these have grown out of past experience with inservice education activities; and in some instances, find their validation through other past practices in vocational education and represent the application of these past successful practices to a new model. Each principle and the rationale behind it are presented below.

Principles

Planning Principle.--A long-range plan of inservice education needs must be established. The long-range planning process required under federal legislation regarding vocational education clearly places the responsibility for developing a long-range plan including personnel development needs upon state departments of education. It is felt that state departments of education have the responsibility for prioritizing and identifying such needs. Inservice for local directors of vocational education is one example of state priority. Other examples from vocational education might include inservice for job-placement personnel, vocationalizing of guidance counselors, and inservice for personnel responsible for assisting teachers to implement mainstreaming. State department of education personnel should provide leadership in identifying state needs of inservice education.

Cooperative Principle.--Inservice training is a cooperative effort of the individual, the local education agency, the state agency, and teacher education. A cooperative effort in conducting inservice education represents a commitment by each of the individuals and/or agencies involved and helps create a climate for success. The Extern program design requires that the local education agency identify a person to participate in the program and provide any necessary substitutes during their absence from the district. The local education agency, depending upon the availability of state resources, should be prepared to underwrite the necessary travel costs connected with participation in the Extern program. By contrast, the individual participant must make a commitment to participate in a summer workshop and the 9-12 Extern meetings which are scheduled throughout the academic year. To reduce time away from the job these activities are scheduled on Fridays and Saturdays. The shared commitment by the local agency and its employee also enhances the opportunities that the individual will have in implementing new practices to improve the quality of education at the local level.

State agency involvement begins with the identification of the priority area, which is followed with funding for teacher education personnel to work within the program. Vocational Education Act personnel development monies appropriately are utilized for activities represented by the Extern program and allows the state to meet federal guidelines in the expenditure of these monies. Teacher education personnel complete the collaborative arrangement. The priority area determines to a large degree which staff should participate in the inservice training activity. Commitment to the Extern model will be demonstrated by the willingness and ability of the university to adapt its traditional notions of graduate-level education to meet the explicit needs identified in the priority area.

Goal Principle.--Inservice education involves individual participant and group goals. Because individuals who participate in any inservice training program have specific needs, it is critical to the success of the program that provisions be made for meeting individual participant needs, together with the needs which are common to the entire group. Identification of, and focusing on, goals, provides direction and, in some cases, dictates the activities which are to be part of the inservice training program.

Continuation Principle.--Inservice education is designed to provide instruction over an extended period, and includes an implementation phase. Short-term inservice activities tend to create good feelings and a desire to bring about change; however, the evidence suggests that such inservice activities have a short-lived "Hawthorne effect." Extending an inservice training program over an academic year provides more meaningful planning and helps to create an atmosphere conducive to carrying out implementation activities. The extended period also provides an opportunity for participants in the program to develop a close working

relationship with each other and to identify the potential resources that fellow participants represent. In addition, the change-oriented activities which ought to be an integral part of any inservice training program may require a period of several months for successful implementation. In short, the extended inservice training period creates opportunities and options which cannot be provided under the typical one-to-three week format.

Product Principle.--Each participant in an inservice training program produces a product as a part of the implementation phase of the inservice program. As mentioned in the previous principle, implementation is necessary as a part of the change process. Implementation ought to be identifiable, and the expectation that some visible product result from participation in the inservice program stands as further proof that the inservice training activities have made a difference. The product principle requires that participants in an inservice training program show evidence that change is being made. The product might be in the form of a long-range program plan, the development of a new program together with its installation, the installation of a new supervisory-evaluation system, or perhaps a systematic evaluation of existing programs.

Evaluation Principle.--An evaluation plan is provided as an integral part of inservice education. Evaluation in inservice education, as represented by the Extern model, should be an ongoing process. It should be both process and product oriented. Regular evaluation of activities in which the group participates, as well as informal feedback through individually oriented activities, should provide a basis for modification of program activities at any point. Depending on the nature of the inservice training program, a variety of tools can be identified for pre- and post-testing to help measure growth and change occurring in participants throughout the program. There is little question that subjective data provided by participants in the program continues to serve as a primary means of evaluating program activities and outcomes.

Credit Principle.--University credit is available at the option of the participant. University credit at the graduate level continues to serve as a primary means for advancement in local educational agencies. Such credit should also be assigned in such a way that it can be applied to meet graduate degree requirements. Because the inservice training model provides for state funding of instructional personnel, benefits of participating in the program should be made available without the requirement that participants enroll for credit. In the final analysis, the ability of the university to adapt its notions about credit and the requirements for providing credit may be strained by nontraditional, noncampus-based Extern programs. Certainly through ongoing evaluation activities and demonstrated success in the implementation phase of the Extern program, program managers should be able to maintain the academic standards which should be represented in graduate education. There must, however, be a

recognition that learning can be measured by other than traditional graduate examination procedures and term papers.

The Model

The Extern model which is shown in the accompanying figure illustrates the several activities of the Extern program. A brief overview of each phase of this model follows.

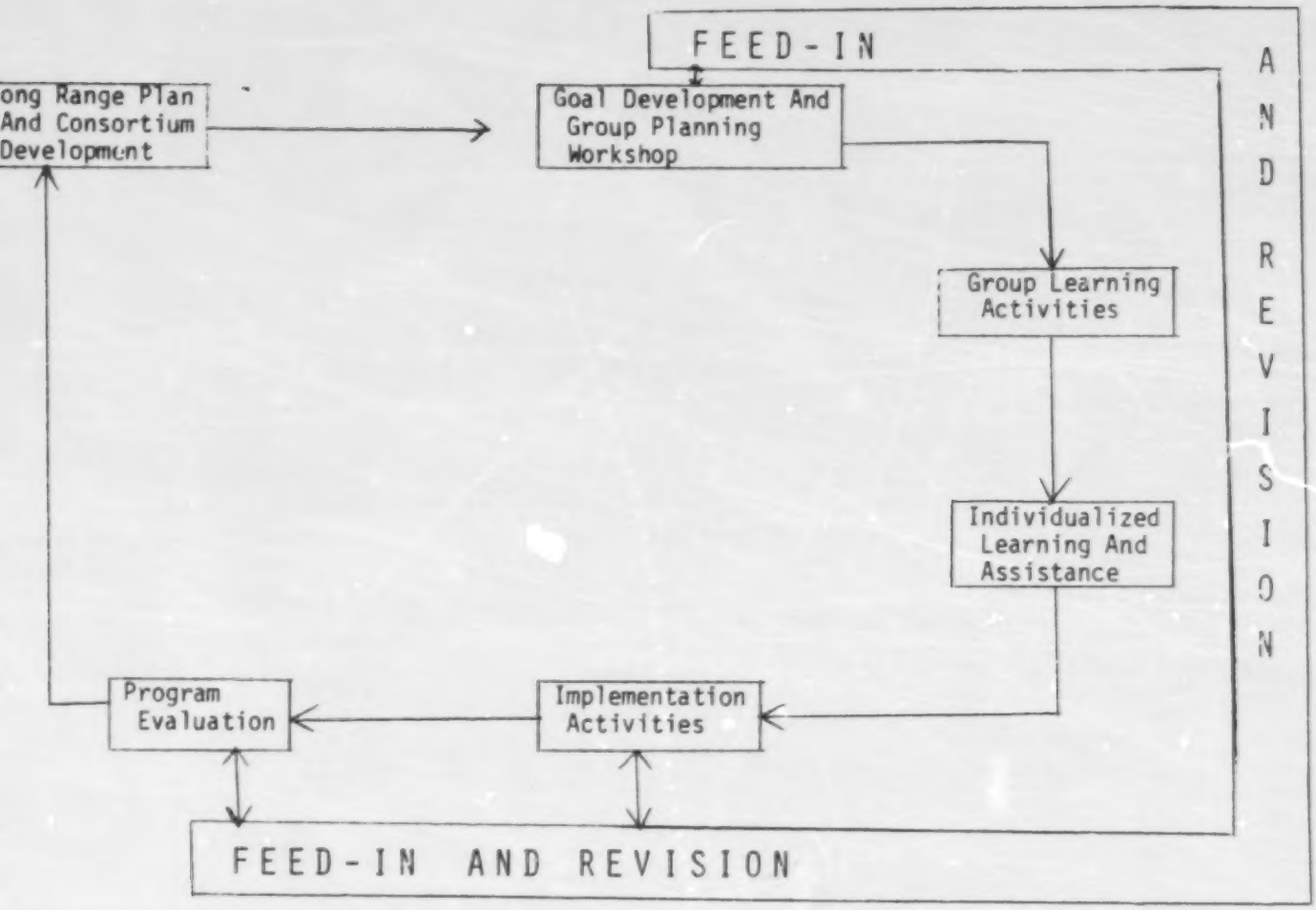
The starting point for this model is the development of a consortium comprised of the state agency, local education agency, and teacher education institutions. This consortium should grow out of the identified priority inservice training needs and the institution of higher education which has the staff to provide leadership for meeting those needs. The teacher education institution in the consortium should have primary responsibility for initiating recruitment activities and initial planning which will be necessary for carrying out the Extern model. As indicated earlier, recruitment should be directed toward the chief school officer of the local educational agency to secure commitment and support for the participant nominated by that agency. Final selection of participants for the program should be a shared responsibility with members of the consortium. Once the target population has been nominated, selected, and finalized, the next stage may begin.

Group planning and goal development, the second step in the model, can be accomplished through a summer workshop prior to the beginning of the academic year. This workshop provides a setting for several accomplishments. Perhaps as important as any, the workshop provides an opportunity for development of group identity. Leadership process activities help create a climate of sharing and concern for the group's members which in turn facilitates other workshop goals related to the planning process. An informal atmosphere, sharing of meals, and one or more social events all contribute to group identity development.

Competency and individual needs assessments should be an early part of the workshop. The Miller-Courtney leadership competency instrument is one example of a valid competency list that will allow development of an individual competency profile together with a group competency profile--both are useful in developing goals.

Goals, like competency profiles, must be developed on a group and individual basis. The group goals provide direction for the group's activities during the Extern year. The process of developing group goals helps create an understanding that the Extern's needs are not unique. Knowing that personal needs are shared with others in the group also contributes to the development of group identity. Individual needs not being met by group goals are emphasized in the development of personal goals. These goals frequently represent leadership roles where experience is lacking and program areas in the back-home setting that need development.

THE EXTERN MODEL



With the finalization of group and individual goals, the year's plan of operation can be determined. Generally this plan will include seven to ten group meetings and four or more individual visits by project staff with each Extern in their home agency. Each Extern meeting is planned to contribute toward the accomplishment of one or more group goals. These meetings follow a general format which includes a visitation activity, a rap session, and a topical presentation. The visitation is designed to put Externs in contact with exemplary programs in vocational education or with major agencies related to vocational program operations. These visits focus on new and emerging issues related to vocational program operation and provide a means for expanding individual horizons while addressing earlier determined goals. Every attempt is made to ensure that visitation activities emphasize people and programs, not bricks and mortar.

An evening rap session follows the visitation activity. Generally informal, the rap session encourages a discussion of the day's events and an analysis and synthesis of how the back-home role and/or program might be influenced as a result of the day's activities. The informal group interaction commonly is identified as being of high value in clarifying issues and helping to determine appropriate alternatives for the individual Extern.

Presentation of a major topic represents the third portion of the group meeting. Again, group goal statements serve as a guide to the actual topic and presenter. Topics have included mainstreaming of handicapped students, placement and follow-up procedures, vocational program evaluation, proposal writing, and establishing/maintaining active vocational advisory councils. Presenters can be state department or university staff, outside consultants, or an Extern.

Each aspect of the group meeting is planned by the Extern group, and while university staff have input, the final decision as to location, area of emphasis, and presenter is an Extern group responsibility. Similarly, program arrangements, housing, advanced communications, and follow-up letters are all the responsibility of the Externs handling these details which hopefully contribute to the individual's professional development.

Individual assistance is designed to deal with problems and concerns reflecting the Extern's individual goals--goals which are unique to that particular Extern. This assistance is provided by the Extern staff and takes place at the Extern's local educational agency. Examples of areas where individual assistance may be required include the following: identifying curriculum materials, developing a local public relations program, planning inservice for new vocational teachers, and developing a new vocational student organization.

On-site visits provide project staff an opportunity to meet with system-wide and building administrators to review the Extern's goals and plans related to the local district. Hopefully, project staff serve in a facilitator role relative to these goals and plans and contribute to their successful accomplishment. If project staff lack the particular expertise to assist the Extern, their task becomes one of finding appropriate resource personnel to provide the necessary assistance.

There is a close relationship between the on-site visits and the product principle given earlier. This principle encourages the development of one or more activities in the LEA which will represent progress and a further demonstration of the successful efforts of the Extern. These product-oriented activities, planned as a part of the individual's goals, are represented by the following: developing an advisory council handbook, slide/tape presentation of local vocational programs, establishing a resource center, conducting a community survey, and establishing a placement program. While responsibility for accomplishing implementation activities belongs with the Extern, project staff provide technical assistance and encouragement as a part of the individual site visits.

Evaluation represents the last phase of the Extern model. The model depicts ongoing feed-in and revision as process evaluation. Product evaluation and summative evaluation occur at the conclusion of each year's program.

Each group meeting is evaluated by participants as a part of the process evaluation. This evaluation provides immediate information useful in planning for future group sessions. It also provides reinforcement to the Externs responsible for managing the meeting as to the many positive outcomes that typically occur at these meetings.

Product evaluation can be accomplished by using a variety of existing instruments. The Miller-Courtney leadership competency instrument referred to earlier is useful for measuring growth in vocational leadership skills if used on a pre- and post-test basis. Other instruments which can also be used on a pre-and post-test basis include the following:

1. Sedwick's Dogmatism-Supportiveness-Flexibility Scale which assesses attitudinal change and is a variation of the Rokeach open-closed mind test

2. An Inventory of Viewpoints of Education which assesses the educational philosophy on an "essentialist-progressivenest scale" and

3. The Personal Orientation Inventory (POI) which assesses the comparative value and behavior judgments of a person related to his self-realization.

Summative evaluation relies on judgments made by Externs relative to the accomplishment of personal and group goals together with their feelings regarding their personal growth during the program. This backward look also helps Externs be aware of their increased contact with persons and agencies available to provide assistance in the improvement and expansion of local vocational programs.

Using CBVAE Materials

There are several assumptions that are acceptable--especially for the purposes of this paper--in considering the use of CBVAE materials with the Extern model. These assumptions apply to materials developed at The Center for Vocational Education and probably are appropriate in considering other sources of CBVAE materials. These assumptions are:

1. CBVAE materials have an adequate research base.

2. The competencies specified in CBVAE materials are appropriate.

3. The CBVAE competencies have been validated.

4. CBVAE programs can be evaluated at least as well as other types of leadership development programs.

By accepting these assumptions, it is possible to get away from arguing issues which may continue to be argued into perpetuity and to get on with a discussion of how CBVAE materials can be utilized--effectively utilized, that is--with the Extern model. The Center's Guide to Using Competency-Based Vocational Education Administrator Modules puts the issue very well.

The beauty of competency-based education is partially found in its flexibility. Whether the learner using the materials is a college student, administrative intern or extern, or inservice administrator, he/she will find that the materials offer an excellent method of learning new and/or updating previously acquired skills. (Norton p. 4)

With a knowledge that one has an excellent resource at hand, how do you begin? It seems an early step has to be a needs assessment. The Miller-Courtney leadership competency instrument mentioned earlier as an appropriate instrument for pre- and post-testing as well as developing an individual competency profile also fills the needs assessment function. The Center's list of validated competencies can also be used in a similar manner. A review of the materials and procedures used in developing The Center's initial research instrument reveals that the research which led to the Miller-Courtney instrument was also used by The Center in their research on local administrator competencies. In terms of the Extern model, the needs assessment can occur at the planning workshop. It is possible to mail the assessment

instrument together with adequate instructions and have this step completed prior to the workshop. It is also possible to make use of computer services to establish individual and group profiles. Having this procedure completed prior to the workshop will facilitate the planning process and will also enhance the use of CBVAE modules.

Group goals ought to reflect the group profile, and use of CBVAE modules ought to reflect group goals. With both the group profile and group goals established by the middle of the workshop, it is thinkable that a CBVAE module can be selected and some learning activities completed by the end of the workshop. This represents one example of group learning utilizing CBVAE materials.

Let's take the illustration one step further. If the group profile and planning process results in a group goal stressing the improvement of the supervisory function of the local director, the CBVAE module Supervise Vocational Education Personnel is appropriate and selected learning activities may be initiated. This is not to say that all or even a majority of the module's learning activities will be completed during the workshop.

Another alternative--one based on individual goals once they are established--is to select from available CBVAE materials, those which will assist the individual Externs accomplish one of their goals. Again the learning experiences are not likely to be accomplished during the workshop. In fact the opposite is true. As CBVAE materials require a final doing activity, this will be most apt to occur in the back-home setting.

As one works through the Extern model, it is possible to see how CBVAE materials can be utilized. The topic presentation portion of the group meetings can become module sessions with an emphasis on sharing and completing learning experiences. The individual visitation and assistance sessions provide an opportunity for assessing attainment of the terminal objective and/or providing guidance in achievement of the enabling objectives. The implementation phase or product principle can be represented by the completion of a module like The Center's Organize and Work with a Local Vocational Education Advisory Council.

The marriage potential of the Extern model and The Center's CBVAE materials is tremendous. However, it does require creative teacher educators--persons willing to be flexible and dedicated to serve the needs of learners and in some instances willing to do battle with university curriculum and/or graduate councils--and vocational administrators, present and future ones, concerned about and dedicated to their own professional development. With such a combination, the end result is SUCCESS!

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Join the other workshop participants for a large-group presentation in which a consultant from Oregon State University will discuss the extern program in Oregon. Note any questions you may have, and be prepared to raise these during the small-group discussions following the next presentation.

Attend the large-group presentation in which a consultant from the Arkansas State Department of Education will discuss the extern program as a vehicle for CBAE, from the point of view of the state department. Be prepared to raise any questions you may have during the small-group discussion following the presentation.

Under the direction of a resource person, divide into three small groups. One consultant on the externship approach will join each small group. At the end of a designated period of time, you will be asked to switch to another small group, to give you the opportunity to interact with another consultant and continue to raise the questions and implementation concerns you have identified as relevant to the needs of your state/institution. During these discussions, you should attempt to (1) identify the key features of extern programs, noting these on the Major Delivery Strategies Matrix, pp. 53-55, and (2) explore the implications of the externship for improving administrator training <u>in your state</u>.

Join the other workshop participants for a large-group presentation in which a consultant from the University of Michigan will discuss the internship program as a means of delivering CBAE. During the presentations, note any questions you may have, and be prepared to raise these during the small-group discussions at the conclusion of the next two presentations.

The previous presentation made by Gordon McMahon (Director of Leadership Development Program, University of Michigan) was drawn from the following information sheet, also developed by Dr. McMahon. To review the content of Dr. McMahon's presentation, you may wish to read the following information sheet:

THE INTERNSHIP PROGRAM AS A MEANS OF DELIVERING CBAE

With the expansion of vocational education which occurred following the Vocational Act of 1963, it became obvious that greater numbers of leaders were needed. It also became quite obvious that leaders with a broader perspective of the world of education and work were now required.

It was not apparent to many of us at the time, but it's quite clear now that the greatest single opportunity for vocational education since its inception in 1917 was in that period immediately following the passage of the '63 act. We were being asked to move forward and assume our proper leadership role and responsibility in the arena where a very large percentage of our population prepare for their life's assignment in the workforce. Our technology was expanding, the economic growth was tremendous, and almost anything which we by chance decided to offer in the form of technical training at the secondary or post-secondary level was accepted as important and essential. We started upon the movement of building the area centers in strategically located population areas around our states. For the most part, these centers were well accepted and the need for additional models of leadership grew by leaps and bounds. We needed specialists who were adept at assessing the need for various programs upon the basis of area employment needs, and we needed leaders who could bring communities together to plan facilities that none of them singly could afford. To complicate the demand even more, we also needed a new breed of vocational leader in the community college who could work in that special area between the secondary school and the university. It was the day of the community college's growth and expansion also.

The report of the Advisory Council on Vocational Education 1968 entitled Vocational Education -- The Bridge Between Man and His Work said:

> Prior to the Vocational Education Act of 1963, leadership activities had received only token attention nationwide. It was left to the old theory that "the cream will rise to the top" to supply part of the need for leadership, but suddenly the demand for sophisticated personnel in leadership positions made the old practice unsatisfactory and new catalysts were needed.

At the University of Michigan, it was Ralph Wenrich, in 1964, who served as the catalyst. In other states, other people provided the initiative. I'm sure that many of you here today can think of someone who insisted that some kind of vehicle be invented to deal with the problem of providing vocational leadership in your state.

There are many different kinds of programs today, as our speakers here in this conference so ably illustrate. The question that always is foremost in our minds is, how is this best done? Who has the best system? Why are we concerned over the best way? Because we are convinced that good leaders -- good administrators -- provide good vocational education. There is considerable evidence to support the theory that competent leaders who have the broad perspective do indeed build and conduct strong and quality programs.

How the Leadership Development Program Operates in Michigan

The Selection Process

Letters are mailed about the middle of November to local school superintendents, intermediate school superintendents, deans of community colleges, and graduates of the Leadership Development Program who presently hold administrative responsibility. These letters are invitations for them to recommend vocational technical personnel who are under their supervision and for whom they could conceivably provide an internship. The internship is well described in the material which is enclosed. There is also an indication that if their applicant is selected and a viable internship can be established, the State Department will possibly provide a percentage of reimbursement for the internship time. Thus, even as an individual is recommended, the administration is making a commitment. We often receive several phone calls at this point seeking further clarification on "the commitment to the internship."

Because the school must make a commitment and because the LDP student pays his/her own fees and expenses in most cases, the administrator is encouraged to discuss the program quite thoroughly with him/her before a letter of recommendation is mailed.

Once the letter of recommendation is received in our office on campus, we immediately mail out the application to the prospect with materials describing the program.

The application asks for considerable personal data, schools attended, degrees secured, and an outline of experience. The applicant is also requested to contact his/her supervisor and secure a letter of commitment to the internship and the

program. This ensures that the administration is acquainted with the program and has some understanding of their possible involvement. This letter is then attached to the application when it is mailed.

Once all applications are received, they are reviewed by a committee of our faculty. This is a graduate program and in addition to meeting the criteria which we may select as vocational educators, they do have to be admissible to our Rackham Graduate School. We do admit people to our program who are not vocational educators if they are in some way involved. For example, they can be guidance or placement personnel from an area center, or it is possible that they could be in charge of the special needs programs.

Our committee then attempts to screen all applications and make a determination about who should be invited for the day of testing and interviews. A psychological test (SCAT) is given while they're on campus. This gives us some indication of their computation and verbal skills, and a feel for their intelligence as well. We are convinced that leadership personnel in any area of education do a better job if they have good verbal skills. The two days for testing and interviews are usually scheduled about the third week of February. In order to accommodate those who appear to be best qualified, we usually invite about 20 people each day. Each applicant is interviewed three times by three different people. The interviewers are either members of our staff or local directors or deans of vocational education. They don't have to be graduates of the LDP but many of them are since there are now almost 300 graduates in the field. Incidentally, those who are selected to assist in the interviewing each year are given a short indoctrination session before they begin their interview sessions. We like to remind them that those whom they interview don't have to be ready to take over the responsibilities of administering a program or a center as of this moment but should have the potential to learn how this is done!

All prospects and interviewers are invited to have lunch at our expense in one of the dining rooms at the Michigan League which provides an excellent menu and a very nice, relaxed atmosphere for getting acquainted. Time is available for them to ask questions of us about the program and it's at this time that we emphasize that the final selection will eliminate approximately half of them. We also point out that some of them will not be selected because the internship arrangement hasn't been properly understood or provided for by their administration. We point out that if the administrator's letter which accompanied their application did not, in fact, commit the school or college to the provision of adequate time, it would be appropriate to have the administration call us if this can still be arranged.

Finally, the selection is made. In this process, the indi-

vidual evaluations given by the three interviewers weighs heavily in the final decisions. Only applicants who have guaranteed internship time are selected insofar as is possible to judge.

A letter is next mailed to the twenty applicants who have been selected. The letter is worded to indicate that they are in the "final 20" provided the internship can be finalized satisfactorily, and it indicates that a visit will be arranged by the director of the program with the administrator involved some time in April or May.

A letter is then mailed to the administrator indicating that he can "announce the selection" to the local newspaper and media and that he will be receiving a call very soon to set a date for discussing the internship.

You may be gaining the impression that we somewhat overemphasize the arranging of the internship. Actually, this is only with a superintendent or director who may not have been involved with an LDP'er in the past.

The spring visit is now arranged with the administrator. He may be a superintendent, a college president, a vocational-technical dean, or a local director of vocational education. We make an effort to have everyone there who will be involved in the decision to provide special time for the intern to practice being an administrator. The prospective intern is also invited to the meeting. The real purpose of this visit is to discuss the quality of the commitment being made by the local administration, and to make doubly sure that they understand how the program operates. It is indicated that this is a four-sided commitment. They, the local school or college have a stake in the training and professional development of this individual. The State Department's vocational-technical services has a stake in the program because it usually underwrites a percentage of the time that the intern devotes to administrative duties. The university has time and money invested, and they are quite anxious that what occurs reflect well upon them. Lastly, but most important, the individual is making a tremendous commitment of time and money. Thus, there are many reasons why the total experience must be well conceived and planned.

It is at this meeting that the director will indicate that he has an "assignment" for the prospective LDP'er. The assignment is: the LDP'er shall outline in performance objective terms the specific areas and responsibilities that he/she believes will be covered in the coming school year. After the outline is developed he/she shall then make an appointment with the individual (or individuals) who will be serving as his/her supervisor during the internship. If the intern and the supervisor really understand each other and are able to place on paper a reasonable

listing of performance objectives as a definition of the internship, then it can and usually will be a very valuable learning experience.

One very important idea that the program director must leave with the administration during this visit is that the success of the internship depends so very much upon how they work with the intern. Although the program provides graduate university credit and is a "university program", the success of the internship phase of the program really depends upon them and their willingness to become involved.

When the director returns home, a letter is prepared restating what has been agreed upon. If there are problems, these are identified and possible solutions may be suggested. Occasionally, and this has been quite rare, when an arrangement was not reached, the director may have to indicate that since an acceptable plan could not be formed, the prospective intern's name will be withdrawn for the present, and his/her name should be resubmitted the following year. Copies of this letter are sent to all of the individuals who were involved in the meeting. We find that this practice is practically unnecessary in a system that has an LDP'er alumni as their director. But it is quite necessary in situations where all of the administrators are unfamiliar with the program.

During the weeks following the mailing of the "selection letter," which usually goes out about the third week of March, there are several pieces of communication mailed to the prospective LDP'er such as registration information, room and apartment information, details on how to gain admission to the Rackham Graduate School, a huge maize and blue map of the Ann Arbor compuses, graduate catalogues, and a listing of the new class with home addresses and phone numbers.

Advisory Committee

Sometime during April, an advisory committee is called together to assist the staff in setting goals for the upcoming LDP year. This used to be a group consisting of staff, a State Department representative, local directors, and community college deans. We have now added two representatives from the present LDP class and two representatives from the class which is about to begin. We find that this does several things. These four people do a tremendous job in an informal way of letting it be known that (1) there is an advisory committee, and (2) it would be literally impossible to include everything that is proposed.

On-campus Phase

Finally, the on-campus experience begins. The first week is largely devoted to investigating the various systems by which

we communicate. Considerable time is devoted to planning an all day meeting for Friday of the first week to which all supervisors of the interns are invited. "Supervisor's Day" has developed into one of the most important things that we do in our program.

The "day" is held in an informal setting of a large hotel-motel at the edge of the city, and the atmosphere is quite relaxed. Most of the program for the day is an investigation of the ways that the lines of communication can be kept open between intern and supervisor in th year ahead. One of the unique features of this program is that the new LDP'ers are "in charge" of the program, although they've only had four days together and are quite new to the approach. Our most frequently received comment from the supervisors is "Let's do this more often!"

It becomes obvious in most cases, as a result of the "Supervisors' Day," that the performance objectives now need a few changes. Our LDP'ers are the first to indicate that they now feel some refining of the PO's can take place -- "When they can get home." It is our feeling that intern and supervisor know each other much better as a result of the experiences which they have shared. This not only paves the way for a better internship in the fall but makes each day of the summer workshop more meaningful.

You may have noted that up to this point specific competencies have not been mentioned. Our approach at the University of Michigan is somewhat different from that followed in many programs where administrative personnel are prepared:

· We are convinced that more learning takes place when intern and supervisor know and respect each other in advance of the internship.

· We are convinced that there are more advantages than disadvantages in keeping the intern in his home school district as opposed to moving him into one that is strange to him and where he is an unknown.

· We are convinced that an on-the-job assignment which involves a specific competency is a better way to learn that competency than from a formalized module prepared for that purpose.

· We recognize that there are many ways to make a group aware of competencies which they may eventually need, i.e., by lectures, field trips, individual study and research, etc.

· We believe that the supervisor should have considerable input to what the intern studies and to the particular competencies which the intern develops.

· We do not attempt to program all participants through the same series of competencies but allow the intern and supervisor to tailor the program to fit the requirements of the local setting.

On the other hand, there is considerable exploration which happens in concert. As some might state it, it's the "D" in LDP. The developmental phases of the program are conducted in a full six weeks on campus during the summer and one weekend each month during the academic year. A great deal of effort is expended to develop those understandings in the participants which will enable them to set goals, which are in keeping with the P.O.'s already being developed, and to initiate action very quickly when they move into the internship in the fall. The director of the program utilizes a committee from the program which continually reassesses what seems to be pertinent and most important in terms of program topics to be covered. The Vocational Technical Service of the Michigan Department of Education has been most cooperative in providing special consultants to work with the group in many areas. Field trips are utilized to acquaint the group with the most recent developments in the field, not only in education, but in business and industry as well.

Because the Ann Arbor campuses provide a variety of rich resources, the committee is encouraged to take advantage of various professionals in such areas as economics, labor and industrial relations, social research, political science, and engineering.

Representatives from state and federal agencies are also brought before the group when it is deemed appropriate. Of late, specialists have also been employed as consultants in the area of teachers' unions and negotiations.

The Program Planning Committee mentioned above has considerable responsibility for arranging the sequence of consultants and activities. When one or more of the group feel that the program needs redirection, they are usually quick to indicate this. We find that the program itself actually provides some very excellent opportunities for exercising leadership skills.

Evaluation

Another committee which has a major responsibility in guiding the University of Michigan program is the Evaluation Committee. The Evaluation Committee provides a small evaluation instrument to everyone in the program immediately following each presentation, field trip, or group experience. These evaluations are aimed at measuring the value of each individual program in terms of a stated objective; a judgement is asked for concerning whether the program should be included in subsequent years. The participants also evaluate each other as a part of certain individual and group activites. In the last two years, the participants

have devoted considerable efforts to building a game which is a simulation of a real group of Michigan vocational administrators in a real setting, handling typical problems. We have found that the success of this effort depends very much upon the participants' understanding of the "administrative guide" which is the State's bible for interpreting the State Plan. The game has a built-in evaluation technique which provides "prestige points" for those who perform their roles most successfully. The simulation experience is probably most successful because it gives the participants a real feel for the group process of decision-making; it has the added advantage of acquainting everyone with the operating policies for vocational education in Michigan. Our reason for mentioning the simulation at this point is that we feel the peer evaluation which takes place during and following this exercise is more acute than in any other setting except the real thing.

The participants are also evaluated approximately four times during the academic year by their supervisors. A special evaluation form is mailed to them; they have the opportunity to respond specifically to the form, or they can write a letter to the director indicating the progress of the intern. We find that supervisors who related the evaluations directly to the performance objectives of the intern also relate better to our program. We find that supervisors "one removed" from the intern who actually have a lieutenant working with the intern are prone to be more critical of both the intern and the program.

The task of identifying individuals who have leadership potential, as was discussed under the selection procedure, is a difficult one. It is also difficult to know when someone has acquired specific competencies of leadership; in this respect, the supervisor of an intern and the director of a leadership program can be wrong in their evaluations.

As Wenrich points out in his chapter in the AVA Yearbook 1971, Contemporary Concepts in Vocational Education:

> It should not be assumed that this is a one-to-one relationship between leadership and administration. In any large formal organization, such as a school or school system, a person might hold an administrative position but exercise little or no leadership. Conversely, not all leaders in school organizations are in administrative and/or supervisory positions. The difference between leadership and administration is important to discern.

This difference is not always completely clear to our leadership participants when they initially enter the program. Some have the lingering conviction that a position and its title somehow will provide the magic of automatic leadership.

During the last three summers, we have concentrated quite heavily upon teaching those skills to our LDP participants which are needed by a staff person who is responsible for providing the C.B.E. inservice to vocational teachers. Thus, a large number of our graduates are involved at various times in providing this inservice to fellow teachers. In this role, they rather quickly learn (1) whether they feel that they have leadership skills, and (2) whether further developing leadership skills is an interesting and worthwhile undertaking.

In our program, we continually emphasize that leadership is the initiation of new procedures for accomplishing the objectives or goals of the local school or community college. We point out, too, that the leader may be more popular when he/she is not the administrator, but that it is possible to be both leader and administrator and to be quite successful in both roles. This is the goal which we hold for all LDP'ers at the University of Michigan.

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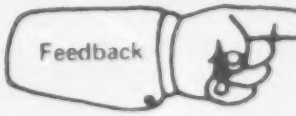
Attend the large-group presentation in which consultants from Kent State University will explain and describe the Ohio intern leadership development program. Note any questions you may have, and be prepared to raise these during the small-group discussions following the next presentation.

Attend the large-group presentation in which a consultant from Oregon State University will discuss Oregon's experience with the internship program. Be prepared to raise any questions you may have during the small-group discussions following the presentation.

Under the direction of a resource person, divide into three small groups. One consultant on the internship approach will join each small group. At the end of a designated period of time, you will be asked to switch to another small group, to give you the opportunity to interact with another consultant and continue to raise the questions and implementation concerns you have identified as relevant to the needs of your state/institution. During these discussions, you should attempt to (1) identify the key features of intern programs, noting these on the Major Delivery Strategies Matrix, pp. 53-55, and (2) explore the implications of the internship for improving administrator training in your state.



At this point, a workshop resource person will present a completed Major Delivery Strategies Matrix to the group. Compare your completed Matrix with that of the resource person to evaluate your competency in identifying the key features of three delivery strategies. Opportunity for discussion and clarification will be provided. Feedback on your ability to identify the implications of these strategies for improving administrator training in your state should have occurred during your small-group discussions with consultants.

Learning Experience IV

OVERVIEW

Given presentations on existing CBAE materials and other relevant instructional materials, demonstrate knowledge of the format, characteristics, and use of selected CBAE materials.

You will be listening to a large-group presentation concerning the outcomes of The Center's identification and review of existing administrator education instructional materials.

You will be listening to a large-group presentation on the development and field testing of The Center's CBAE materials, and participating in a question-and-answer session following the presentation.

You may wish to read the information sheet, The Development and Field Testing of The Center's CBAE Materials, pp. 97-100.

You will be listening to a large-group presentation in which you will be "walked-through" a CBAE module, and participating in a question-and-answer session following the presentation.

continued

You will be reviewing another CBAE module, and describing in writing the nature and use of the module, using the Review Guideline Questions, pp. 101-103.

You will be discussing your description of the nature and use of the module with the other members of your small group and your resource person.

You will be listening to a panel discussion concerning the field test experiences of users of the CVE administrator modules.

You will be reviewing and critiquing selected CBAE materials, using the CBAE Materials Checklist, pp. 105-106.

You will be listening to a large-group presentation on the role of the resource person and trainee in a CBAE program, and participating in a question-and-answer session following the presentation.

continued

You will be viewing a large-group presentation of a slide/tape on the role of the resource person in a competency-based program.

You may wish to read the information sheet, The Role of the Resource Person in a CBAE Program, pp. 107-111.

Join the other workshop participants for a presentation in which a Center resource person will give an overview of selected CBAE and other relevant administrator education materials identified, collected, and reviewed by project staff. The criteria used in evaluating the materials will be presented, and an annotated bibliography of administrator instructional materials will be distributed.

Attend the large-group presentation in which the development and field testing of The Center's CBAE materials will be explained. Following the presentation, time has been allotted for you to raise any questions which may arise during the presentation.

For a summary of the procedures used in developing and testing The Center's CBAE materials, you may wish to read the following information sheet:

THE DEVELOPMENT AND FIELD TESTING OF THE CENTER'S CBAE MATERIALS

The following is a general overview description of the curriculum development and testing phase of a larger research and development project entitled "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators." The major steps in the curriculum development and testing phase included:

1. Cluster the verified competencies for curriculum development purposes.
2. Devise instructional materials format.
3. Develop prototypic instructional packages (modules) and a user's guide.
4. Conduct field test of instructional materials.
5. Revise all materials using feedback obtained from students (administrator trainees) and resource persons (instructors).
6. Publish and disseminate materials.

A graphic overview of these steps in the curriculum development and testing phase is presented in Figure 1. A brief narrative description of the procedures used in conducting each step follows.

Project staff undertook the task of initially clustering the 166 verified competencies for curriculum development purposes. It was felt that clustering of some tasks was needed for at least two major reasons. First, many of the tasks are closely related to one another and could logically be addressed in a single instructional package that could show these relationships better than if addressed separately. Secondly, it appeared logical to project staff that 166 instructional packages (one for each verified task statement) would be unrealistic and unmanageable. Hence, task statements were tentatively clustered into several logical groupings. The clusterings are considered tentative only, because it has been the project staff's experience in the development of many performance-based teacher education modules that the task statement groupings sometimes need to be changed during the actual development process.

Several instructional materials formats were reviewed and evaluated before a decision was made to adopt a format very similar to The Center's 100 performance-based teacher education (PBTE) modules. The PBTE module format has been widely field tested and proven to be an effective and easily understood format. Another advantage of using this format is that many vocational teacher educators and other potential users of the administrator modules, would already be acquainted with it, therefore reducing the training needed to prepare for their effective use.

A variety of approaches was used in the actual development of the modules. Three external consultants were employed to draft information sheets and/or review drafts written by project staff in developing four of the modules. Two modules were written entirely by project staff. In all cases, the modules underwent careful review by at least one other experienced curriculum writer and content specialist before being prepared for field testing. Once the modules were well underway, one staff member was assigned the task of developing a user's guide that would be helpful to both the trainer and trainee using the modules.

Concurrent with the development process, field testing of the modules began once the first one came off the presses. Four field-test sites were carefully selected to provide for testing under real-world conditions in four geographically diverse locations and in four different types of instructional programs. They were tested in an Extern program at the University of Tennessee, in an Intern program at Kent State University, in a special state-funded inservice education project for local administrators at Utah State University, and in a graduate course setting at The Ohio State University. The field-test coordinators were oriented to the modules and field testing guidelines. An Estimate of Performance instrument was completed by each trainee

ADMINISTRATOR PROJECT

CURRICULUM DEVELOPMENT AND TESTING PHASE

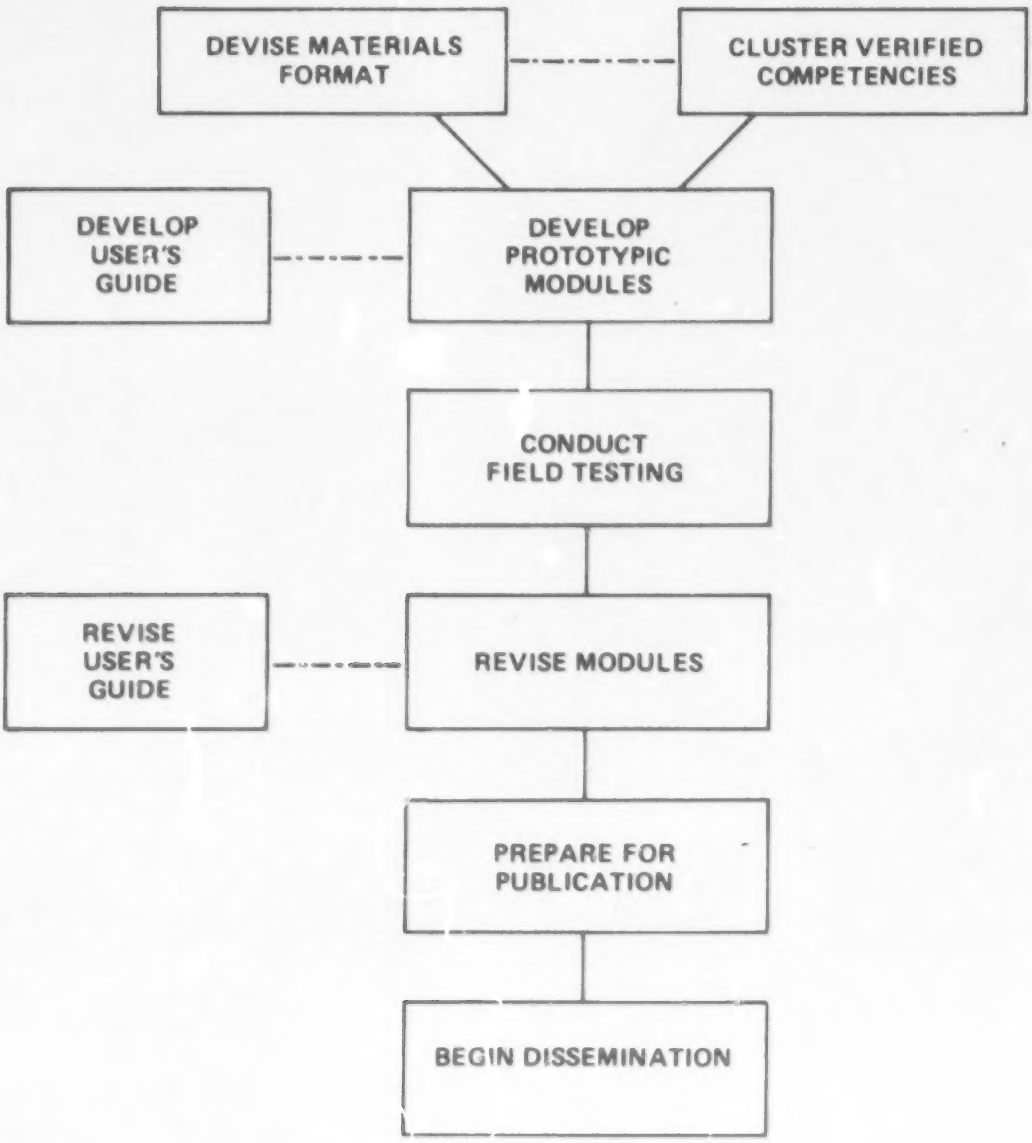


Figure 1

before and after completing the module. In addition, each trainee and each resource person was asked to complete a reactions booklet designed to obtain feedback useful in the revision of the modules. Wherever possible, resource persons were expected to assess the administrator's performance in an actual administrative situation. Unfortunately, this was not possible in all circumstances. Reactions were also sought and obtained from three of the field-test coordinators to the user's guide.

Revision of the modules was completed entirely by a team of two project staff members. Every effort was made to incorporate the recommendations of the trainees and resource persons in the revision process. Fortunately, the feedback received was quite positive on all six of the modules, and major revisions were not needed.

The modules and user's guide have now all been revised and camera-ready copy prepared for publication. Dissemination of the modules, user's guide, and related project reports will be through The Center's cost-recovery dissemination unit and ERIC. The first major dissemination of these materials will occur at the February 1978 national workshop on Personnel Development for Local Administrators of Vocational Education.

While six quality modules and a user's guide have been prepared, field tested, and are now available, much more curriculum development work remains if all of the 166 verified competencies are to be addressed by such materials. The Center is anxious to continue this development task and hopes that a consortium of states will join together with it to develop the additional 25 to 30 modules needed.

Attend the large-group presentation in which a resource person will "walk" you through one of The Center's CBAE modules, explaining general module characteristics and specific format techniques in terms of this one module.

Review the CBAE module given to you by your resource person, and demonstrate knowledge of the format, characteristics, and use of The Center's modularized instructional packages by completing the Review Guideline Questions listed below. Your written responses need not be detailed; simple, concise notes will be sufficient.

REVIEW GUIDELINE QUESTIONS

1. To what does the phrase "task statement number(s)" in the Module Structure and Use section refer?

2. Are any prerequisites required for this module?

3. Where is information on general procedures for module use located? What is the purpose of this procedural information?

4. What types of information are included in the Introduction to a module, and for what purposes? Give brief examples from the module you are reviewing.

5. Skim the overviews and answer the following questions:

   a. What specific activities are provided to give the administrator cognitive background concerning the competency?

   b. What specific activities are provided to give the administrator practice in applying that background information?

   c. What optional activites are provided?

   d. Based on your expertise in administrator training, what additional optional activities could you devise to individualize the package for your preservice and/or inservice administrators?

6. What outside resources are required for the completion of Learning Experience I? Learning Experience III?

7. After an administrator trainee reads an information sheet, how does he/she know whether he/she has grasped the necessary concepts? What should he/she do if he/she does not meet the level of performance specified?

8. Read the Overview for Learning Experience II. The first optional activity recommends discussing a reading with a group of peers. How could a resource person be of assistance to an administrator trainee who wishes to complete this optional activity?

9. What is the terminal objective of this module?

10. At what point, and under what conditions, can the administrator trainee complete the final experience?

Meet with the other members of your small group and with your resource person to discuss your answers to the Review Guideline Questions. Your resource person has a list of model answers to guide the discussion.

Join the other workshop participants for a panel discussion on the use of The Center's CBAE modules. The members of this panel are administrator educators who field tested the modules in various settings. They will discuss their field testing experiences, what is involved in acting as a resource person, and the reactions of trainees to the CBAE materials.

Join your assigned small group and, working individually, examine the CBAE materials provided to your group by your workshop resource person. Use the criteria on the CBAE Materials Checklist, pp. 105-106 to guide your examination and structure what you are looking for. When you have finished examining the materials, evaluate at <u>least two</u> (three, if time permits) sets of materials, using separate copies of the CBAE Materials Checklist, pp. 105-106. Three copies of this checklist have been provided for your use in critiquing the materials.

CBAE MATERIALS CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate the extent to which the instructional package meets each of the specified criteria. If, because of the competency involved or for other special reasons, a product (performance) criteria is not applicable, place an X in the N/A column.

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. The instructional package is based on one or more competencies identified as important to vocational administrators..				
2. The basis of competency identification (the research method or other procedures used in identifying the competencies covered) is made clear.....				
3. The package was pilot or field tested before being disseminated for use.....				
4. The target group for the package is preservice and/or inservice vocational administrators.....				
5. The content is relevant to the needs of vocational administrators.....				
6. The information is up to date.....				
7. The package contains the following basic components:				
a. clear directions for using the package.....				
b. a rationale or introduction explaining the importance of the skill being covered.....				
c. a listing of performance objectives.				
d. clear, complete explanations of the activities to be completed in order to reach each objective.....				
e. information sheets or reference to a minimal number of outside references containing the needed information.....				

	N/A	NO	PARTIAL	FULL
f. devices for immediate feedback.....				
g. a criterion-referenced post-assessment form designed to measure actual performance.....				
8. The package also contains the following components (optional):				
a. a listing of prerequisites.....				
b. a listing of terminology, and any resources and materials required....				
c. a pre-assessment device.....				
9. The package either includes all necessary materials or clearly specifies what is needed.....				
10. The package contains a variety of realistic activities.....				
11. Opportunities for recycling activities are included.....				
12. The package provides opportunities for trainees to interact with peers, resource person, and others.....				
13. Supplementary enrichment activities are provided to meet the needs of interested learners.....				
14. The package format and activities allow for flexibility and thus can meet the needs of persons with different learning styles.....				
15. The learning activities are sequenced in a logical order.....				
16. The package is well-produced (e.g., good grammar, correct spelling, clear layout, clean copy, neat corrections, etc.).....				
17. An implementation and/or a user's guide is available as supportive materials....				

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17. An implementation and/or a user's guide is available as supportive materials....				

Join the other workshop participants for a large-group presentation on the role of the resource person and trainee in a CBAE program. The presentation will focus on the critical nature of the resource person role, and provide an overview of the responsibilities and tasks of both the resource person and administrator trainee in a CBAE program. Time has been allotted for you to raise questions following the presentation.

Attend the large-group presentation in which the slide/tape, "The Role of the Resource Person Using The Center's PBTE Materials" will be shown. Although the slide/tape focuses on PBTE, many of the concepts and procedures presented are applicable to CBAE programs. A workshop resource person will point out the parallels between the resource person roles in PBTE and CBTE programs.

For a summary of the responsibilities involved in acting as a resource person in a CBAE program, you may wish to read the following information sheet:

THE ROLE OF THE RESOURCE PERSON IN A CBAE PROGRAM

The Center's CBAE approach absolutely requires the active presence of the resource person to make it work. He or she is vital in (1) orienting trainees to the CBAE program, (2) helping trainees select the competencies they need to achieve and the modules they will take, (3) assisting trainees in obtaining access to necessary equipment, meeting rooms, and other needed resources, (4) arranging small-group and large-group meetings so trainees have a chance to interact, (5) helping trainees set up activities with peers or arrange to observe or visit a school administrator, (6) providing advice when trainees encounter problems, (7) supplementing the material in a given module with materials, presentations, and activities drawn from his/her own expertise as a professional educator, (8) providing trainees with feedback when it is needed, and (9) evaluating trainees' final performance.

In our testing experience to date, when trainees indicated they disliked working with modules, it was generally because they had been asked to work along on the modules unassisted by a resource person or by fellow students. Typical comments include:

"I couldn't find any peers to work with"

"My resource person was never available"

"I'd already had a course on this topic so this was sheer busywork for me"

"I miss discussing things with my colleagues"

Much of the work of local administrators involves interaction with others. You cannot teach administrators to interact effectively with others if you give them a module and require them to work in isolation. These modules were not designed for that purpose. Each module provides basic information and activities, but the resource persons are the key to making the modules work. The modules are only one tool in administrator preparation. It is up to the resource person to provide additional learning tools and opportunities for working with others, and to truly individualize the training process to meet the unique needs of trainees.

Explaining CBAE to Trainees

In all probability, few of your preservice or inservice administrators will be familiar with CBAE, so your first task is to introduce them to the concept. People tend to be uncomfortable (even antagonistic) when confronted with something unfamiliar. Before they will accept the new, they want to know what it is, what its value is, and how it will affect them. Consider how you feel when someone asks you to taste something unfamiliar and, perhaps, vaguely suspicious in appearance. To avoid such a qualmish reaction you need to explain why you have elected to use modules, how using modules requiring performance in an actual administrative situation can help prepare them to carry out their responsibilities, and how your particular program of use is set up.

Another consideration is that most trainees have been exposed primarily to educational systems involving large-group instruction and teacher-centered instruction. They are used to having the teacher take responsibility for teaching, rather than their having to take responsibility for learning. Therefore, they need to be oriented to the new role they are expected to play and to their new responsibilities for learning.

Helping Trainees Select Modules

In CBAE, administrators are evaluated on whether they have achieved a particular skill, not whether they have completed a particular module. Thus, another of your tasks as a resource person is to help trainees identify which modules, or which learning experiences within a module, they need to complete to meet your requirements and their needs. This means that you will have to identify which modules you will use in your administrator training program or course, which are required, and which are optional. You will also have to meet individually with

trainees to determine which competencies they already possess. If a trainee already possesses a particular skill, he or she should need only to demonstrate the competency to specified standards without going through the whole module.

Facilitating Trainees' Completion of Modules

Most CVE administrator modules include activities (generally optional) which call for outside resources. A trainee may be asked to participate in a role-play activity with a group of peers. The module may suggest supplementary readings. A module may recommend that the material in the information sheet be discussed further with peers or with the resource person, or that the learner attend an advisory council meeting. A trainee may be told that it would be helpful to meet with an experienced administrator to discuss a particular concept or to observe that administrator demonstrating a particular skill.

Trainees may experience difficulties in carrying out these activities if you have not set up guidelines or procedures in advance. You need to devise a system for trainees to obtain access to the equipment, materials, peers, resource persons, and situations they need so that they can complete the module without being forced to jump unnecessary hurdles, or experience unnecessary delays. This system should also include provision for periodic small-group and large-group discussion sessions.

Another part of your system must be designed to ensure that a trainee with a problem or question concerning an activity has access to you, or another person designated as a resource, within a reasonable amount of time. Periodic seminars or conferences should be arranged to review progress and resolve any problems.

It should be noted that to provide trainees with advice and answers concerning a given module, it is absolutely critical that any resource person be totally familiar with the content and learning activities of the module involved.

Supplementing Module Activities

Modules were written to be used by professional educators, not to replace them! Administrator educators have been specially trained in the professional and/or technical skills needed by local administrators. Their expertise and experience are essential to successful use of the modules. As an administrator educator, you are undoubtedly aware of numerous materials and techniques which are effective in teaching a particular skill, such as:

presentations

guest speakers

textbooks, periodicals, pamphlets, handouts

simulations, role-playing situations

field trips

videotapes

audiovisuals

As mentioned previously, the resource person must be thoroughly familiar with each module that he or she assigns. During the process of familiarizing yourself with a particular module, you should plan how you can supplement the contents of the module. Do you have an excellent handout on the subject? Would trainees benefit from participating in a seminar at some point in the module? Would a large-group presentation enhance the module activities at some point? Do you have additional tips or practical do's and don'ts you need to convey to trainees concerning the skill? Is there additional information, unique to the vocational programs in your state, which they need to be aware of? By asking questions of this type as you review each module, you can make the learning experience more effective for your trainees.

Providing Feedback

Because we recognize the limitations on each resource person's time, we have tried where possible to have trainees do Self-Checks on their progress, involving the resource person as the evaluator only in the final experience. However, the modules remind trainees periodically to check with their resource person if they are experiencing problems. If a trainee does not agree with or understand the feedback provided in the module, you need to provide him or her with additional feedback. Furthermore, as time allows, you should spot check progress to be sure that each trainee is using the modules correctly and to provide reinforcement and feedback concerning his/her progress. For example, some trainees, unused to setting their own pace, may tend to wait until the last minute to complete their module work which seems less pressing. By monitoring their progress, you can detect such problems and take corrective measures.

Evaluating Final Performance

The Center's CBAE modules require that learners prove their competency by meeting specified criteria while performing the skill in an actual administrative situation. It is essential when students are evaluated using the Administrator Performance Assessment Form in the final experience, that the evaluator is qualified to use this form effectively. This means that administrator educators should be familiar with these forms in advance to increase the consistency of the ratings, and that other persons

who are asked to use these forms (e.g., on-site supervisors) be trained to use them properly. Since the trainee's competency is assessed during the final experience of each module, it is essential that these forms be used appropriately, objectively, and consistently.

The role of the resource person is indeed a crucial one, requiring, perhaps, a change in emphasis and activity on the part of the administrator educator, but certainly not a change in the need to draw upon all of his or her reservoir of information, experience, and training. Modules are not a substitute for the administrator educator, but simply a way to structure, enliven, and enrich trainee learning.

The duties of the resource person are many, varied, and in some ways, demanding. The resource person works with students as advisor, helper, and evaluator. If the resource person can accomplish these duties conscientiously and skillfully, the resulting administrator education program can provide an exciting and growth-producing experience for the administrator, and a professionally satisfying experience for the administrator educator.

Learning Experience V

OVERVIEW

Given the inputs of the workshop consultants and the realities of your own institutional setting, develop a plan of action for utilizing the latest research findings, best delivery strategies, and highest quality instructional materials to improve vocational administrator training in your state.

You will be meeting with the other members of your state group and working on your team plan for improving vocational administrator training in your state, using the State Team Plan of Action form, pp. 115-118.

You will be describing the actions you will take to implement your team's plan of action, using the Individual Plan of Action form, pp. 119-120.

You will be participating in a large-group question-and-answer session with the workshop consultants concerning program implementation and operation concerns.

With your state group, you will be completing the development of your state team and individual plans of action.

continued

OVERVIEW continued

Your state team and individual plans will be evaluated cooperatively by your team and a workshop resource person, using the Planning Checklist, pp. 123-124.

You will be listening to a presentation in which a reporter from each state group will share the team plan developed for his/her state.

You will be participating in a large-group session in which plans for technical assistance will be discussed.

You will be receiving instructions concerning expenses, reimbursement, etc.

You will be providing the workshop staff with feedback on your overall workshop experience by completing the Final CBAE Workshop Evaluation.

Meet with the other members of your state team to develop your overall plans for improving administrator training in your state. With your team, discuss each of the items listed below on the State Team Plan of Action form, and respond in the space provided as specifically as you can at this point. Each team member has a State Team Plan of Action form on which he/she can record the team's plans. Since one of these forms will need to be reviewed during the feedback activity, the team should select one member to complete the copy which will be the "finished product." During this planning, you should be thinking about and taking notes concerning your own individual responsibilities in implementing the overall plan, and in working within your own institution/agency to make any necessary changes. Consultants will be available to assist you with any questions you may have concerning program implementation and operation.

STATE TEAM PLAN OF ACTION

1. Briefly describe present situation regarding administrator training. Indicate what programs are offered, by whom, for how many, etc.

2. Briefly describe the major improvements needed in your team's opinion to improve administrator inservice and/or preservice programs. Indicate changes needed in current programs, any new programs needed, etc.

3. Describe the implications, if any, of recent administrator research findings or your existing and/or planned programs. Items to be considered:

   Will competencies be used (if not what other basis will be)?
   Which competencies will be used?
   How will the competencies be used?

4. Describe the implications, if any, for your state's administrator programs of the alternative delivery strategies presented. Items to be considered:

   Is a CBAE program needed?
   Is an Intern program needed?
   Is an Extern program needed?
   Is some combination of these needed?

5. Briefly describe the instructional materials to be used in your current or proposed administrator training programs. Items to be considered:

   Will materials be developed or existing materials be used?
   If materials are to be developed, what type are planned?
   If materials are to be purchased, what types are desired?
   What source of funds will be used?

6. Briefly describe other relevant factors or circumstances that will influence your team's proposed plan of action.

Having made your overall state team plans, you now need to describe the actions or steps you as an individual will take to implement or help implement your team's plan of action within your institution/agency and within your state. The Individual Plan of Action form below asks you to list the actions you will take when you return to your institution/agency, and to determine the dates on which (or by which) each step is to be taken. Consultants will continue to be available to assist you as you make these plans. Note any questions or concerns which may arise as you complete this form.

INDIVIDUAL PLAN OF ACTION

Steps to be Taken	Dates Begin	End

Steps to be Taken	Dates Begin	End

At this point, you will be given an opportunity to interact with the consultants on a large-group basis to raise any questions you may have concerning your state and/or individual plans of action. If you have such questions, raise them now. If not, proceed to the next activity.

Meet with your state team to complete or polish your state and individual plans of action. Appoint one person in the group to later report to the total group on your team's overall plan. These reports will be very brief (3 minutes or less).

When you have completed this activity, meet with a workshop resource person and use the Planning Checklist, pp. 123-124, to cooperatively rate (1) your team's level of performance in developing an overall plan of action, and (2) your level of performance in developing an individual plan of action.

PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL column to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

STATE PLAN	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. Each item on the state team plan of action was dealt with.....				
2. The completed plans seem realistic in terms of state/institution variables and constraints.....				
3. The competencies or other bases on which the program will be structured were clearly identified.....				
4. In making the above determination, the implications of recent administrator research findings were considered.....				
5. The type of delivery strategy(ies) to be used was clearly identified.....				
6. The delivery strategy(ies) chosen seems appropriate in terms of the present situation and the needed major improvements identified in the plan.....				
7. The description of the instructional materials to be used specified:				
a. whether existing materials would be used, or new ones developed.....				
b. the type of materials to be selected or developed.....				
c. how the development or purchase of materials would be funded.....				

	N/A	NO	PARTIAL	FULL
8. In making the above determination, the availability and quality of existing instructional materials was considered.....				
9. The plans include at least some consideration of implementation concerns such as the following:				
a. gaining the support of individuals and groups whose commitment to the planned changes is necessary.....				
b. providing for certification.....				
c. funding procedures for the total program.....				
d. monitoring and coordinating the program effort.....				
e. evaluating the program outcomes.....				
INDIVIDUAL PLAN				
10. The individual plan clearly specifies the steps to be taken <u>within the institution/agency</u> to implement the plans.....				
11. The dates on which (or by which) these actions will occur are indicated.....				
12. The individual plan clearly specifies the steps to be taken to assist in implementing the <u>overall</u> state plan.....				
13. The dates on which (or by which) these actions will occur are indicated.....				

<u>LEVEL OF PERFORMANCE</u>: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, there should be evidence that, although the item is not complete due to time constraints, the item is under consideration and will be completed at a later time.

Join the other workshop participants to hear brief reports in which one member of each state team will share the highlights of his/her team's plan for improving administrator training in the state.

Attend the large-group session in which a workshop resource person will describe the technical assistance which will be available to the participants in implementing their plans of action, including the on-site visits to be made by project staff. Raise any questions you may have at this point concerning the types of assistance you can expect, and the time-frame for the on-site visits.

In order to get reimbursed for your travel expense, you need to complete certain paperwork. Instructions relative to this procedure will be given at this point.

Provide feedback to the workshop staff on your overall workshop experience by completing the Final CBAE Workshop Evaluation form distributed by a resource person.

Learning Experience VI

FINAL EXPERIENCE

Within your own state and institution, use the competency-based approach for improving the preparation of local administrators of vocational education.

After completing the workshop activities and returning to your own state/institution, use the competency-based approach for improving the preparation of local administrators of vocational education. This will include--

1. Finalizing and making operational your individual plans for improving administrator training within your state or institution.

2. Assisting your state team in carrying out your overall plans for improving administrator training in your state.

3. Participating with the other team members in the on-site visit by project staff to your state.

Your total competency will be assessed by you, using the Administrator Performance Assessment Form, pp. 129-130.

Based upon the criteria specified in this assessment instrument, you will determine whether you are competent in using the competency-based approach for improving the preparation of local administrators of vocational education.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Use the Competency-Based Approach for Improving the Preparation of Local Administrators of Vocational Education (LA-101)

Directions: Indicate the level of your accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

In using the competency-based approach for improving administrator training, you individually or in cooperation with your state team:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. made a final determination of the basic characteristics of your program model...						
2. got commitments from the groups or individuals whose support is necessary for funding and implementing the plans.....						
3. planned and conducted orientation sessions for staff and others involved in implementing the plans.....						
4. made a final determination as to which competencies or other bases would provide structure for the program.....						
5. located or developed, and obtained the necessary instructional materials to be used in implementing your plans.....						
6. implemented any management systems as identified in your plan (e.g., grading, record-keeping, certification, etc.)....						
7. arranged for any necessary facilities, field sites, field trips, etc.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
8. overall, implemented and monitored the program(s) as outlined in your state and individual plans.....						
9. prepared for and participated in the on-site visit by project staff.....						
10. provided The Center with feedback as to implementation activities, including:						
a. preparing and monitoring progress reports and a final report.....						
b. providing feedback during the on-site visit.....						
c. providing feedback during telephone calls from project staff.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, discuss this with project staff either by telephone or during the site visit, and in keeping with the competency-based concept, if necessary, do it again until it works!